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East Europe Report

POLITICAL, SOCIOLOGICAL AND MILITARY AFFAIRS

No. 2043

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16 August 1982

EAST EUROPE REPORT

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CONTENTS

INTERNATIONAL AFFAIRS

- Yugoslavs Send Romanian Refugees to Austria
(Erich Grolig; KURIER, 20 Jul 82) 1

GERMAN DEMOCRATIC REPUBLIC

- General Urges Spurring Young People's 'Will to Military Training'
(IWE-TAGESDIENST, 15 Feb 82; NEUER WEG, No 3, 1982) 2

West German Commentary
GDR Major General's Discussion

- Worker Militia Training To Stress Tactical Exercises
(Editorial; DER KAEMPFER, Jun 82) 7

- Church Resisting Regime's Attempts To Smother Peace Movement
(Wolf-Dieter Zimmermann; RHEINISCHER MERKUR/ CHRIST UND WELT,
2 Jul 82) 10

- FRG Accused of Misrepresenting GDR Literature
(Klaus Hoepke; FREIE ERDE, 8 Jun 82) 14

- Books on Cultural Discrimination Against Sorb Minority Reviewed
(DEUTSCHLAND ARCHIV, Jun 82) 17

POLAND

- Civil Defense Chief Evaluates Situation Since Declaration on Martial
Law
(Tadeusz Tuczapski; PRZEGLAD OBRONY CYWILNEJ, May 82) 20
- Gorzow Party Meetings Held
(GAZETA LUBUSKA, 8, 22, 27, 28 Apr 82) 32

Meeting on Plant Expansion
 Meeting on Employment Policy
 Plenary Deliberations on Youth
 Plenary Resolution of Youth Developments

Poznan Province Party Activities Noted
 (GAZETA POZNANSKA, various dates) 42

Executive Board 28 May Meeting
 Edward Skrzypczak's Farewell Statement
 First Secretary Lukasik Biography
 Poznan Party Plenum
 Party Officials at Local Government Meeting
 Lukasik at Meeting, WIEPOFAMA Plant
 Party Meeting at Cegielski Works
 Executive Board 11 June Meeting
 Lukasik Meeting With School Aktiv
 CC Secretary Milewski at Youth Meeting

Torun Voivodship Party Meetings Held
 (GAZETA POMORSKA, various dates) 55

Organizational Decisions
 Audit Commissions' Aktiv Conference
 Meeting on Trade, Field Work
 Meeting on Plant Programs
 Party Meeting on Tasks
 Party Plenum on Youth

'PAP' Interviews Youth Group Officials on Ninth PZPR Plenum
 (TRYBUNA LUDU, 29 Jun 82; SZTANDAR MŁODYCH, 8 Jul 82) 62

ZSMP Army Chief Rzepecki
 SZSP Leader Sawic

Final Text of New Higher Schools Law Published
 (DZIENNIK USTAW, 20 May 82) 68

ROMANIA

Views of Poet Eminescu on Nationality Issue Cited
 (Constantin Sorescu; SAPTAMINA, 18 Jun 82) 121

'Mythical' Nature of Moses, Other 'Prophets' Examined
 (Victor Kernbach; MAGAZIN, 19 Jun 82) 125

'Fanaticism' of Jehovah Witnesses Exposed
 (Petre Hladchi-Bucovineanu; MAGAZIN, 19 Jun 82) 127

Theft, Damage of Freight Termed Infractions
 (BULETINUL OFICIAL, 15 Jul 82) 129

Poisonings From Misuse of Pesticides Revealed	
(Liviu Popa; SANATATEA, Jun 82)	130
Briefs	
Peoples Councils Appointments	133

INTERNATIONAL AFFAIRS

YUGOSLAVS SEND ROMANIAN REFUGEES TO AUSTRIA

AU201029 Vienna KURIER in German 20 Jul 82 p 14

[Erich Grolig report]

[Summary] "Last year the Yugoslav authorities sent whole truckloads of Romanian refugees illegally across the border to Austria. The majority of the 1,300 Romanians who requested asylum in Austria in 1981 had come to the west in this manner. At the recent talks held between Interior Minister Lanc and his Yugoslav counterpart Stane Dolanc in Klagenfurt this problem was reportedly also discussed." These Romanians who have been sent across the border illegally actually constitute a difficult problem for Austria, especially because most of them have left their country for economic reasons, while overseas immigration countries accept only political refugees. Since Yugoslavia had acted in a similar manner in 1980--then the majority of the 1,023 Romanian refugees registered had also come to Austria illegally from Yugoslavia--Austria was afraid that this practice would be continued again this year.

"At the Klagenfurt talks Belgrade has now reportedly assured Austria that there would be no more operations of that kind." The fact that in the first half of 1982 only 263 Romanian refugees have come to Austria seems to indicate that the Yugoslav side intends to live up to its promises. Why the Yugoslavs have sent the Romanians to Austria is anyone's guess, but in Vienna it is believed that the reason what that Yugoslavia, being the only communist country to have recognized the Geneva refugees convention, would actually have been obliged itself to grant the Romanian refugees political asylum, and that so as to save the costs that would be involved it simply sent the refugees to Austria.

CSO: 2300/356

GERMAN DEMOCRATIC REPUBLIC

GENERAL URGES SPURRING YOUNG PEOPLE'S 'WILL TO MILITARY TRAINING'

West German Commentary

Bonn IWE-TAGESDIENST in German No 24, 15 Feb 82 p 1

[Report from Berlin: "SED Demands 'Effective Military Education' for GDR Young People." A translation of the East Berlin NEUER WEG article cited below follows this commentary]

[Text] The official SED magazine NEUER WEG (No 3, 1982) has called for increased efforts to strengthen the will to serve in the armed forces and the military preparedness among GDR young people. In many cases, young people still find it hard "to get used to the hardships of military service, to strict discipline, and in general to become part of a military collective" the party magazine stated in its most recent edition. Party organizations must therefore support an "effective socialist military education that includes all young people, develops their class-determined attitudes toward military service and increases their will toward military achievements." More than ever before "the personal communication with young people is to be sought and practised," in order to improve their readiness to "make their best efforts and even sacrifices" for military security.

GDR Major General's Discussion

East Berlin NEUER WEG in German Vol 37 No 3, 1982 (signed to press 27 Jan 82) pp 93-95

[Article by Major General Heinz Bilan, deputy commandant, Friedrich Engels Military Academy; chief, Political Department: "Securing Peace Presents New Demands With Regard to Military Education"]

[Text] With its strategies and tactics, the SED works in all aspects of social progress in support of the tasks involving the military protection of socialism. The GDR constitution guarantees the implementation of the highest principles of socialist military and security policy: to take all measures necessary for the effective protection of socialism and peace.

At all times, communists have been and are fighters for peace, against the dangers of imperialist war. They take seriously the statement of the 10th

Party Congress that "the desire for profit is the root of imperialism's aggressive attitudes, internally and externally" and that "great interest in the armaments and consequently the aggressiveness of imperialism...result in a tremendous danger for the future of mankind."

The political-ideological work of the party and with it socialist military education are therefore directed, in the interest of strengthening the GDR defense potential, toward increasing in all citizens, especially in the young people, their conviction of the necessity of protecting the socialist fatherland. It is necessary to strengthen their willingness toward achievement and their readiness to make their best efforts and even sacrifices for the military security of the GDR and for the preservation of peace.

Experience shows that those party organizations that make socialist military education a firm component of their political-ideological work guarantee the best preparation of young people for their responsibilities in relation to the armed services. These organizations lay an effective groundwork for the fulfillment of the particular tasks set by the 10th SED Congress for the NVA and the defense and security organizations in regard to protecting the continuation of the socialist revolution.

Of great importance for the work of party organizations in our field was the evaluation of the third ZK [Central Committee] meeting, especially the statement of comrade Honecker "that never since the end of World War II has world peace been threatened as seriously as it is right now." This means for the continued direction of party work in our field that we should fight in the future with all our strength for the greatest possible and most effective increase in military preparedness. The principle here is: military preparedness was, is and remains the focal point of all party work in the armed forces. An important component of military preparedness and the core of party work is the ideological effort.

For a Firm Class Position

According to the 3rd ZK meeting, ideological work is determined by three factors. First, in keeping with the results of the political and economic development of the GDR, precinct organizations can strengthen the education of party members toward developing pride in socialist achievements, toward love for the socialist homeland. Important arguments in support of this work are provided by the decisions of the 10th Party Congress to continue our principal policies in their economic and socio-political context.

At the same time, precinct organizations strengthen the party members' realization that all success is based on the legal leadership role of the party in the continued progress of the developed socialist society. The leadership role is and remains the most important source of power and strength for the socialist state and the NVA, and also the source of continued successful work.

The close ties between party and population strengthen the confidence in party policies. Party organizations concentrate therefore on explaining in even more comprehensive ways the policies of the party to all citizens, to

members of the armed forces without party affiliation and to all civilian employees. Success in comprehensive political work depends on the ability to answer, aggressively and convincingly and on the basis of a firm class position, all questions concerning the events of our highly competitive times.

Party members will find the basic materials for these answers in the Politburo report to the third ZK meeting, and will point out that the party knows no higher goal than the active defense of peace. The party never underestimates the fact that the conditions for an active struggle for peace are simultaneous military forces and strength against imperialism.

It is clear that the implementation of the leading role of the party makes high demands of, first of all, the party members themselves, of their example in personal thought and action. This is an essential condition for the growth of the party's authority among the population.

Secondly, after the third ZK meeting many efforts were made to improve further a class-oriented attitude toward the Soviet Union and its armed forces, in keeping with Thaelmann's philosophy. In the future the development of comradeship toward the Soviet Army and Navy will have a decisive role in internationalist education. In this connection it is important to emphasize that there has been no internationalism, and there will be none, without recognition of the pioneer role of the Soviet Union in the struggle for social progress and peace in the world.

To act as comrades-in-arms of the Soviet Union means to understand and support the policies of the Soviet Union, and to oppose vigorously, always and everywhere, any lies and attacks directed against the Soviet Union. In this connection, the party organization thoroughly discussed new proposals, explained at the Third ZK meeting, that were made by the Soviet Union at the Geneva negotiations, and the results of the visit of comrade Brezhnev to the FRG in November 1981 as part of his campaign against the armament and confrontation course of NATO countries.

This discussion is always connected with activities aimed at strengthening the military alliance with the Soviet Army and the other armies of the Warsaw Treaty.

Thirdly, on the basis of the directives of the third ZK meeting, party organizations are focusing their ideological activities on further clarifying the causes of increased tensions in the international situation, on the armament race, and on the tendency of U.S. imperialism toward a policy of massive aggression and confrontation.

Especially in view of the fact that ideological rearmament and preparation for aggression play an ever increasing role in NATO strategy and that the direct attacks by imperialism on the military preparedness of our population and on the political-moral condition of socialist armed forces are on the increase, party organizations must consider it their job to use their own ideological weapons even more effectively and to intensify further on this basis the class-oriented enemy image. The following points must be emphasized:

We are facing an enemy who is led by generals who have sworn full allegiance to the social class aims of monopolistic capitalism;

an enemy who is thoroughly and professionally trained for all kinds of aggression, and is being prepared for a ruthless and brutal way to wage war;

an enemy who ideologically and psychologically has been trained to be anti-communist, who is willing and ready at any time to obey the order of starting a war against socialism, and who will fight without scruples for imperialist class interests on the battlefield.

Systematic Ideological Work

What we need on the precinct level is systematic ideological work aimed at strengthening everywhere the necessary optimism, ideology and class-oriented attitudes that are the conditions for the future implementation of the decisions of the 10th Party Congress and of the military goals set down in the basic military code. Of special value here is a thorough understanding of the qualitatively new internal and external conditions under which the course of domestic and foreign policy and security, as determined by the 10th Party Congress, will be pursued.

Today, especially among many young people, there is a growing willingness to fulfill the honorable duty of assisting in the military protection of our socialist fatherland.

Some of the young people, however, show deficiencies in military knowledge and physical condition. These young people, therefore, have problems initially to get used to the hardships of military service, to strict discipline, and in general to life within a military collective. It therefore remains a true leadership challenge for the party organizations to implement a truly effective socialist military education that includes all young people, to develop their class-oriented attitudes toward military service, and to strengthen their willingness toward military achievement.

An especially effective way to accomplish these goals is to have groups of people with military training and education appear before relatives of members of the armed forces, and especially before young people, and to speak to them, e.g., during propaganda presentations for reservists. It is essential to improve in these presentations the scientific content of military-political propaganda presented in public. This requires that the workers' level of political and educational maturity is taken into greater account.

It is also necessary, more than ever before, to seek and hold personal discussions with young people. Excellent work is done in this connection by party members responsible for finding a sufficient number of army recruits through their work within our national educational institutions. At the same time, however, the potential of the reservists who have completed their military service can be utilized more effectively.

Exemplary in this field is the work of the reservists' collective of the VEB Pentacon Dresden whose activities are guided by the following considerations:

On the basis of their experience and knowledge, reservists are in a good position to explain to young people what it means to be a soldier in a socialist society. Reservists can give factual and truthful information about the requirements made by the NVA of young draftees and future professional military groups.

Party Members Must Set the Example

Steady continuation of socialist military education in the NVA requires that all commanders, political and staff workers, all superiors and educators obtain a comprehensive and exact picture of the young citizens who begin their service in the units and educational institutions of the NVA.

It is especially important that these adults establish close relations from the very first day with the newly drafted members of the armed forces and that, in spite of all the hardships of military requirements and in spite of the strict discipline, they set personal examples to soldiers, non-commissioned officer and officer candidates of socialist behavior in army barracks, and that they demonstrate to them through their personal example as communist party members what it means to be a soldier in socialist society.

In addition, it is necessary to extend these personal relations even more intensively to the homes of the recruits. Proven practices in this connection are, e.g., to invite parents to the oath-taking ceremonies, to have squad leaders or company commanders write personal letters about a recruit's good achievements to his parents, his factory brigades, or his industry collective, and other similar practices.

This year marks the 26th anniversary of the NVA. This anniversary will be observed in keeping with Thaelmann's philosophy by taking new initiatives toward strengthening the military security of our socialist homeland and by remembering the experiences of the Soviet Army during the Great Patriotic War that, in case of war, it is insignificant when a soldier was trained, during a period of tension or relaxation--he must always be victorious in possible future battles.

During party elections, the NVA party collectives are giving account of what they themselves and the armed forces members that are not members of the party and stand under the collectives' leadership have accomplished in implementing the decisions of the 10th Party Congress and the orders of the minister for national defense in regard to a measurable increase in our fighting strength and battle readiness, and on what fields they must further concentrate their work.

By continually striving to fulfill these goals, the members of the armed forces take their place beside all members of the working class and all workers in the country who are aiming for the highest possible results. Through their quality achievements the workers set their example in the struggle for a continued strengthening of the GDR. Soldiers consider it their high honor to make their contributions toward fulfillment of the principal political goal through the systematic pursuit of their class-oriented purposes.

WORKER MILITIA TRAINING TO STRESS TACTICAL EXERCISES

East Berlin DER KAEMPFER in German Vol 26, No 6, Jun 82 p 1

[Editorial: "Decisive Examination for Everyone: Tactical Exercises--Always the Climax of Combat Training"]

[Text] In the autumn of this year, new tactical training exercises of combat groups of the worker's class will be conducted. We are convinced that all commanders and collectives will bring honor, by the results of these exercises, to the 30th anniversary of the formation of the combat groups in 1983.

Let us consider previous developments. We see that the combat collectives are striving for the resolute and effective implementation of the tasks specified in the decrees of the Party. The struggle for a rational and high-quality political and combat training is both tangible and visible in the majority of the units. The effective use of material funds is pursued consciously and conservatively. In spite of tight economic conditions, through rigid planning and coordination, all prerequisites for complete success will be created.

If we now go to the last phase of tactical training, we find that a recollection of all previous experiences and knowledge gained in tactical exercises will prove useful. To apply them to the real goals of the units for 1982 will secure a high level of achievement and an organized and disciplined implementation.

In order to help in this endeavor, let us offer several general, pertinent suggestions:

1. The leading party organs must conduct the guidance and aid to party management in the factories and facilities under complete knowledge of the conditions under which the tactical exercises are to run; they must also organize the political-ideological effort. It is important to attain a high level of motivation of all participants in the tactical exercises which takes into account the seriousness of the worsening international class-struggle.

All commanders, especially their deputies for political work, and the secretaries of the party groups of the platoons and all platoon and squad agitators, must give an intensive effort. Their responsibility is great--to guarantee strict discipline, a high level of order and security and revolutionary attentiveness in all situations.

It is of prime importance to secure the exemplary efforts of every communist in performing all combat tasks. This must be expressed in the course of the actions; they must go forward in complicated situations, implement commands with initiative and self-sacrifice and perform every task with a high level of discipline; at every post, in every section of the order of battle, they must stand out, exhibit a high level of combat skills, be quick to observe and act quickly and uncompromisingly in complex combat situations to engage the enemy. As communists they must be ready to use every means to show that the initiative emanates from them and that they determine the actions on the battlefield.

Experiences teach us that in all progress that we have made, the emphasis must still be placed on a fast and correct determination of the real combat situation, the utilization of the needed imagination for the given situation in order to derive correct tactical and combat thinking and actions. Here too, the communists must lead. From the literature on the Great Fatherland War and the numerous combat examples which are illustrated in detail, we should derive our own conduct. The commanders are encouraged to create a realistic combat situation which will show every fighter the relentless laws of armed combat.

2. The commanders or leaders of the duty posts of the German Worker's Party are to direct the tactical exercises. Through a specific preparation of the commanders and by comradely aid and instructions, they must assure that the goals and content-requirements as well as the territorial specifics in the establishment of tactical exercises are followed. The entire process of preparation shall be structured by them so that the commanders continually have secure control of their units during the actions and that they react independently, quickly and selflessly to changing situations. An uninterrupted command of the combat groups must be assured. The tasks must be known to each fighter so that he knows, even in complex situations, what he is to do and how he is to act and thus has the certainty that his selfless actions are entirely in accord with solving the overall objective. This also means not to allow any formalism and lack of discrimination.

Of decisive importance for the aid and instructions by the officers of the German Worker's Party to unit commanders will be how the proven principles are applied to the work of the commander. Well-founded decisions shall be requested by the leader of the tactical exercises to assure that the forces fully utilize their capabilities and that the equipment is used effectively in accord with its tactical and technical parameters. Special attention is due the organization of cooperation. The mastery of this art is decisive for the entire profile of combat actions and thus should be a real part of them.

The content of tactical exercises requires urgent, fast changes in the structure of the order of battle, in the organized regrouping of forces and equipment; all this concealed and surprising for the enemy. It is important how the commanders use their communications means. It is far more important to be sure that such combat actions do not proceed without any losses. A commander must expect this. Thus, he must organize and provide for self-help and mutual aid as well as the specific use of medical forces. The leader of the tactical exercises must take into account these and other points when setting up the tactical exercises and guarantee that all questions of rear security, the effective use of fuel and lubricants, are answered. For example, the expedient selection of areas and objects for the tactical exercises should receive even greater attention. Nowhere and at no time should camouflage be underestimated!

3. For all persons, but especially for the commanders, tactical exercises are a serious examination and thus a great incitement to exhibit their abilities to lead their units to victory. Every commander must be clear about this fundamental requirement. With his fundamental decision, with a clear and unmistakable posing of the problem and with the ability to lead his unit without interruption and to organize the cooperation within the unit, the commander consciously bears the unrestricted, complete responsibility for success or failure. This is an experience confirmed a thousand times over: As the commander leads his unit strictly and with tactical cunning, and motivates his fighters, so will they apply his ideas and commands in combat.

From this great responsibility result the extent, level and content of the preparations. The principles by which the commander must act after receiving a mission, must be mastered in detail. The evaluation of the situation, especially of the enemy and of his own forces and equipment, and the terrain, play a decisive role in this. The art of mastering the command principles paired with tactical abilities cannot be gained in school or nonschool training, rather, a planned and intensive self-study is needed for this.

4. Tactical exercises give convincing evidence about the level and quality of the political and combat training. Thus, the exercise leaders and judges should use such criteria in evaluating the combat effectiveness and readiness of each unit. Any palliations, over or under-evaluations do not help us to estimate correctly the real combat effectiveness of a unit.

Wherever all previous experiences are used and taken into account, where there is a thorough and extensive preparation by the officers of the German Worker's Party and where the commanders have extensive capabilities, where in every situation the actions reflect an effective, uninterrupted political-ideological effort, this is where the tactical exercises will be performed with excellent results.

It is important to prove by the tactical exercises, 1982, each unit of the combat groups of the worker's class has attained a measurable increase in combat effectiveness and readiness in the preceeding training segment. Since there is no upper limit for this, the content of tactical exercises in 1982 requires a high level and a good quality of work by all participants and a well-organized cooperation between them.

GERMAN DEMOCRATIC REPUBLIC

CHURCH RESISTING REGIME'S ATTEMPTS TO SMOTHER PEACE MOVEMENT

Bonn RHEINISCHER MERKUR/CHRIST UND WELT in German Vol 37 No 27, 2 Jul 82 p 18

['Theology and Church' feature article by Wolf-Dieter Zimmermann: "Peace Movement: Plowshares in Spite of All--The Difficult Path of the GDR Protestant Church--Young Christians' Will to Peace Cannot Be Halted--The SED State Still Intends To Integrate Pacifism"]

[Text] "Swords into Plowshares"--these are the rods printed on the [sleeve] patches that meanwhile have become the symbol of an active peace commitment in East and West. Since November of last year this symbol has become increasingly popular. It was the symbol of the peace decade [10 days] 1981 sponsored by the Protestant churches in the GDR. Since April, however, this symbol may no longer be displayed in public in the GDR, according to a government directive. Not all young people seem to obey, however. Even East Berlin Bishop Forck wore the patch on his clothing on certain occasions.

How did the church react to this challenge? During the youth day festivities in Thuringia (13 June), Chief Church Councilor Dietrich von Frommannshausen said: "Whoever attacks the symbol 'Swords into Plowshares' attacks the church itself." And the Erfurt church dean Heino Falcke told 10,000 assembled young people that the main theme for the peace decade 1982, from 7 to 17 November, will be "Swords into Plowshares."

During the three youth meetings of the Brandenburg church on 22 June, more than 7,000 participants displayed the peace symbol openly.

Coresponsibility for Activities of Young People

This means that--in spite of government intervention--the Protestant churches in GDR have adhered to their independent peace commitment. They have also supported very intentionally the initiative of young people toward an active peace commitment even though the plowshares symbol is not meant to be used as a means of confrontation with the official government peace movement, but rather as a symbol of a religious-biblical action expressing the peace commitment of Christians.

In the beginning of April, the Greifswald church leadership had already stated: "Government measures against the display of the peace symbol must be understood as an attack on the Christian peace movement in our society." All the

different district church synods have recently supported unequivocally the actions of young people in behalf of "non-military peace."

This means that something has happened that in a way must be considered new: the churches have publicly expressed coresponsibility for a movement which--to a certain extent without their doing--has become what it is today: an expression of the possibility of nonmilitary guarantees for peace. The "outer limits" of this movement are still fluctuating. But the churches consider these activities so important that they want to assume coresponsibility for them--at least within their own sphere. In this effort they could not be restrained by a memorandum from Klaus Gysi, state secretary for church affairs, who declared as unacceptable the "production, distribution, and use of patches, glued or sewn on, that interfere with the peace policies of the GDR."

All this began very innocently. The main theme of the peace decade 1981 (8 to 18 November) was: justice, disarmament, peace. The peace decade had been prepared by the Young Christians' work group which, since 1978 already, had participated intensively in the program: "education for peace." In the course of these activities, the group deliberately rejected the "unpolitical Protestantism of the past;" instead, the group asked the question: how does today's Christian become politically responsible? The group supported the thesis that peace can never be attained through a program of security; because peace can never be secured at all, it must always be risked.

Among the official materials distributed for the peace decade was the peace patch. It shows a man who reforges a sword into a plowshare with strong hammer blows. This is the same picture as the one of the sculpture given to the UN by the Soviet Union. It is certainly a non-incriminating symbol, as a commentary of Radio Moscow (May 1982) proves. In this commentary the sculpture is described as follows: "On the base of the sculpture is the Bible quotation: swords into plowshares...Soviet man, cast in bronze, calls on all people to fight against the danger of war, and for peace. The Soviet Union recognizes...in this sculpture its own foreign policy intentions and goals... We believe that it is the order of the day for all people to change swords into plowshares."

With this patch, the Protestant youth did not want to broadcast a practical political slogan, but rather remind people of Christian responsibility for peace. It is obvious that this is the way people first accepted the matter. But later on, it developed that the group of people interested in the Christian peace commitment became stronger and stronger. At the end of January 1982, the East Berlin youth pastor Eppelmann published his "Berlin Appeal" that was publicized--primarily--by Western media. The church administration immediately advised against participation in this action because it was considered controversial.

Soon afterwards, more problems arose: in March there are the annual army physicals, and in April the inductions into the NVA. State authorities were obviously afraid that the Christian peace commitment could lead to an increasing number of draft refusals, and that the number of the so-called

construction soldiers--which for organizational reasons is limited to between 600 and 800--could grow considerably. Government representatives were also worried that gradually the patches could lead to a demonstration of commitment, as it had just happened in Poland. Therefore, rigorous police measures were implemented which prohibited the display of the symbol in public. Even though in February the government had expressed its appreciation to church authorities that, on the occasion of the memorial service for the bombing of Dresden, they had made the Church of the Cross available to young people--almost all of whom came with peace patches on their sleeves--and that therefore a confrontation between these young people and state authorities had been avoided. But this had been the last time that the government had shown sympathy for the church in this matter.

On 7 April, talks were held between church representatives and State Secretary Klaus Gysi. On this occasion, the churches rejected the accusation that they had accepted Western slogans, had opposed the peace policies of the GDR, and had called for a refusal to serve the NVA. At the same time, the church declared that "the government decision opposing the symbol of the peace decade is a restriction of the public witness of the church and of the freedom of faith and conscience."

In this discussion it became completely clear, according to the opinion of the participants, that the government made a "political decision" in this case. The government is, in fact, in a difficult position in view of its military and ideological obligations toward the forces of the Warsaw Pact.

Chief ideologist and Politburo member Kurt Hager stated at the Central directors' conference (May 1982): "The primary task of our educational work is to make people aware, again and again, of the content of the Soviet Union's peace policy...To protect and defend socialism under all conditions is what we believe to be the meaning of education for socialist patriotism."

CDU (East) Chairman Gerald Goetting likewise stated in a conversation: "The present situation makes it necessary that we serve with plowshare and sword." During the Pentecost holidays, the FDJ held a series of so-called peace demonstrations under the slogan: "Everything for the implementation of the Soviet Union's peace proposals." Other institutions made their opinions known. Theological faculties demanded the abolition of the means of mass destruction. The Protestant student group Mittweida advocated a zone free of nuclear weapons in Central Europe. The Weissensee group called for a military guarantee for peace. Thus the basic thesis of GDR policy was widely discussed; it says: individual and state interests meet in the question of peace.

From the point of view of politics, the actions of the church can really not be misunderstood. Church communities have been active in intensive programs of education for peace since 1978--in seminars for adults, during weekend workshops, and in discussion groups. There are also the peace seminars for young people that are held repeatedly at eight different locations, and are usually attended by about 500 participants. This has made it clear that

meanwhile a new "international" consciousness has developed: nuclear threat and damage to the environment do not stop at borders. In today's world nobody can save himself individually. Whoever wants to live must also want to survive. From this realization comes the great interest among GDR youths in an active peace commitment, as well as their rejection of increasing militarization.

The Protestant churches have recognized this longing among young people and have backed their right to peace. They want to assist the people in the GDR in their efforts to walk openly as Christians. At the same time, they reproach "politically relevant groups for not looking seriously enough for non-military ways to guarantee peace"; the politicians are blamed for being afraid of the development of new ideas that might be uncomfortable for them. All this seems to be confirmed by the new military service law and by the increased emphasis on military education and training.

Discussion Beyond Political and Ideological Boundaries

Joachim Garstecki, consultant on peace questions at the GDR Church Federation, supported a philosophy of political pacifism at a youth rally in Thuringia on Sunday. This pacifism is supposed to combine "personal peace commitment and rejection of the use of force with a search for political ways toward a solution international conflicts without the use of force." This philosophy thus deliberately opposes the principal contradiction between imperialist and socialist policies by replacing it with a dialog reaching beyond political and ideological boundaries. Because peace has become indivisible. You cannot simply consider and publicize it as an achievement of the East; you must include--also politically--the West.

The church appears to want to accept here--even though through its own methods and within the ecumenic conditions--the function of trying to open up new roads. This at least is indicated by the preparations for the peace decade 1982 whose theme is: anxiety, confidence, peace. Here the church can count on much sympathy from the population for these activities. A poem published at Pentecost by the newspaper DIE UNION says: "Let us talk today. Let us go back and start the talks from the beginning. Tomorrow, one of us could be dead, silenced, blind, paralyzed..."

8889

CSO: 2300/333

FRG ACCUSED OF MISREPRESENTING GDR LITERATURE

Neubrandenburg FREIE ERDE in German 8 Jun 82 p 4

['Cultural Policy' feature article by Klaus Hoepke, deputy minister for culture: "Literature from Neubrandenburg"]

[Text] At the bezirk delegates' conference of the Federation of Culture, Klaus Hoepke's final remarks in which he commented on cultural development in our bezirk aroused much interest.

Following our request, he expresses in the following article, which was prepared for the 19th Workers' Festival, some thoughts on the literature of Neubrandenburg Bezirk.

In our belletristic literature there is a definite field of questions and answers that are unthinkable without the contributions made to this field by the writers of Neubrandenburg Bezirk.

If we consider, e.g., as important a literary topic as man's claim to happiness, the realization of this claim and ways toward this realization under socialism, we must inevitably think of Brigitte Reimann's "Franziska Linkerhand," of Margarete Neumann's "Der gruene Salon," "Die Windfloete" and the "Orenburger Tagebuch." We also think immediately of Jobst's trilogy and Wohlgemuth's "Egon" which is already in its 24th edition.

Or let's consider another topic that is also very important and decisive for the structure of the literature of our country, especially in the 1970's: the problem of freedom and responsibility. This problem and its treatment in GDR literature could not be discussed, especially in one or the other bezirks outside Neubrandenburg, without paying due attention to the work of Helmut Sakowski, who plays an essential role in the treatment of this topic. This includes the novel "Verflucht und geliebt" [Damned and Loved] of which 85,000 copies were distributed last year, and an additional 30,000 copies are expected to go quickly this year. But I think here especially of his book "Daniel Druskat," which is in its ninth edition this year, and in which--as everybody knows who has read the book--we find a very interesting and challenging discussion that never ceases to hold our interest, the

discussion of the question: who is the better socialist? The one who thinks only of his own narrow collective, of his immediate field of responsibility, or the one who always keeps his eye on the interests of society as a whole? And if Helmut Sakowski jokingly calls Fritz Dallmann a socialist aristocrat, he perhaps want to point out that as a "real man" one can do both, as Fritz did in his own life and as Helmut describes it in his artistic portrayal of Fritz: one can pay attention to the interests of society as a whole and, at the same time, work vigorously in one's own field of responsibility.

On the topic of freedom and responsibility an equally unmistakable and essential contribution was made by Heinz Senkbeil in his stories about the NVA, in his work on freedom and responsibility in our efforts for national defense. He is, with Walter Flegel, among the most prolific among the authors of our country who have written and are writing about the defense of socialism.

Another problematic topic is: how can literature help overcome whatever is alien to socialism?

On this topic there are several publications that have led to controversial discussions. Among these publications is Uwe Saeger's book "Noehr" which was published in Neubrandenburg Bezirk. This book led to comments which, in my opinion, were not without foundation: if something has to be criticized, this criticism has to be handled correctly rather than indirectly, i.e., by describing certain circumstances that result in a certain undercurrent of criticism, as if this was all there was to it.

To these sketchy individual characterizations can be added that Volker Kessling's "Tagebuch eines Erziehers" [Diary of an Educator] has recently found appropriate attention and that additional work in this field has been done by Gerhard Schunke, Christiane and Gerhard Vogel, Hans Schneider, Anita Heiden-Berndt, Liermann, Freitag and others. I also want to point out Guenter Ebert's work in literary criticism and his valuable essays on journalism. All these works have one common characteristic: they contribute to strengthening and further developing the independence of GDR literature.

This is especially important for us in this country because we use art as an ideological weapon, as an instrument for further improvement of our socialist world.

At the same time, this is also important as a rebuttal to imperialist meddling. In connection with the course of global confrontation which the most reactionary and aggressive circles especially of U.S. imperialism started at the end of the seventies, attacks are again being made against our independence under the banner of an allegedly unified German culture and literature. Important FRG politicians have taken part in this attack.

Attempts are made to incorporate GDR literature into FRG literature. The ingredients of this soup that one tries to serve here are primarily authors of our country who at the present time live outside the GDR. Those authors not mentioned are, e.g., Kant and Neutsch, Strittmatter and Sakowski. The list is compiled in a way that it does not include communists. But the communist

authors are exactly the ones who have produced the basic works of GDR literature. Without them, without their accomplishment and work, GDR literature is completely unthinkable. Even the greatest living representative of all literature written in German--Anna Seghers--is not among the authors listed by those who want to incorporate our work into theirs. We are dealing therefore with a concept that disregards the facts that are important to literature today. The concept is thus disqualified.

Finally, the good feature of the books written in Neubrandenburg Bezirk lies in the fact that they have provided additions in quantity and strength to the independent character of our socialist GDR literature. This is what is meant by the political and poetic value of the literary work produced in this bezirk.

8889

CSO: 2300/319

BOOKS ON CULTURAL DISCRIMINATION AGAINST SORB MINORITY REVIEWED

Cologne DEUTSCHLAND ARCHIV in German Vol 15 No 6, Jun 82 (signed to press 21 May 1982) pp 650-652

["Bleak Prospects for the Sorbs?"--Reviews by Dr Rolf Oschlies, FRG Institute for East and International Studies, Cologne: of Rolf Urban's "Die sorbische Volksgruppe in der Lausitz 1949 - 1977. Ein dokumentarischer Bericht" (The Sorb Minorities in Lausitz 1949-1977. A Documented Report), J. G. Herder Institute, Marburg/Lahn, 1980, 348 pages: and of Kito Lorenc's "Sorbisches Lesebuch--Serbska Citanka (Sorbian Reader), Verlag Philipp Reclam jun, Leipzig 1981, 730 pages, 6.50 DM]

[Text] Two books to which we cannot help but accord a great measure of respect for being scientific or editorial accomplishments, but the contents of which make us rather sad: Do they not signal more or less clearly the unbewailed and mute extinction of a people? We are speaking of the Lausitz Sorbs, the smallest Slavic people, living in the east of the GDR, in the quadrilateral area containing the four cities of Lueben, Guben, Bischofswerda, and Loebau. Kito Lorenc says that Sorbs have been settling here for a thousand years. However, he and Urban adduce exhaustive evidence of the fact that the prospects for a continued Sorb existence are bleak.

There exist no dependable statistics concerning the number of Sorbs in existence. The lowest estimate might be 40,000, and at the most there might be 70,000 of them. And in this respect one must take into consideration a number of existing differences: the Niederlausitz and Cottbus Sorbs have less of an ethnic consciousness than the Upper Sorbs living in the Kamenz area, Catholics are more "Sorbian" than Protestants, and older Sorbs are rooted more strongly in Sorbdom than are the younger ones.

Urban affirmatively quotes the SED politician Hermann Axen, who once said the following: "The Sorbs will remain Sorbs for as long as they themselves want to be Sorbs!" Actually, on paper the GDR government shows a remarkable record of success when compared with the actions of the German National Socialists, who in 1937 erased even the last reminders that there is such a thing as an independent Slavic ethnic group. Today the Sorbs in the GDR have laws of their own guaranteeing their equal-rights status and dealing with kindergartens, schools, publishing houses, newspapers, scientific institutions, artistic performance groups, and so forth.

The fact that all of this has little or no effect is explained by Urban with the aid of an impressive abundance of material, which does not exactly facilitate the reading of his book and which could be reduced to the following formula: The GDR gives something to the Sorbs with one hand, and takes it away with the other! Sorbian ethnic organizations or newspapers are nothing but foreign-language versions of the SED and its press and, being presented in this form, do not get much of a response, not to mention the fact that after centuries of discrimination the Sorbs after the end of the war neither liked to be the favorite child of the new communist masters, nor did that benefit them. And whatever the SED government undertook to do subsequently was actually to their disadvantage. It was out of the question to speak of a closed settlement and language area of the Sorbs after refugees from Poland and Czechoslovakia had been settled there, after the "Black Pump" combined had been constructed near Hoyerswerda, and after compulsory collectivization of agriculture was carried out also in the Sorb villages. Polytechnical development and professionalization of the school system to an ever increasing extent called for a change-over from the use of the Sorbian language to instruction in the German language in the schools so that today even those so-called "expanded Sorbian secondary schools" are actually German schools with secondary Sorbian subjects. A similar situation exists in many other spheres where the Sorbian language has in most instances become an empty shell: The members of the "State Ensemble for Sorbian Ethnic Culture" talk to each other in German, the "Bautzen Sorbian Theatre" has made such excessive linguistic demands on its limited audiences that it had to be converted to the "German-Sorbian Theatre" at the end of 1962. The worst thing, however, is the fact that for a long time the juxtaposition of a placating cultural autonomy and a functional erosion of Sorbian independence has been causing the development of a resigned basic attitude among the Sorbs. Urban quotes many statements such as the following: "I don't get far with the Sorbian language. I can scarcely use it in modern production work, and it can even happen that I get laughed at because of my Sorbian language."

In order to be able to size up the entire tragedy of this recent change in the Sorbian ethnic consciousness, one must read Urban's book along with Lorenc's anthology. The Sorbs today almost voluntarily give up their own language and their own culture for the maintenance of which they had struggled for centuries and for which they had specifically propagandized their German neighbors. It is even still possible to note something akin to such propagandizing in Kito Lorenc's collection: Although bilingual to a considerable extent, it is just the same meant primarily for the German reader and, "if the latter demonstrates good will, he can cure himself of many an intolerant complex," as was written by the Polish Sorbian expert Wilhelm Szewczyk in a critique of Lorenc's *SORBISCHES LESEBUCH* [Sorbian Reader] (in: *Zycie Literatckie* No. 3, 28 Feb. 1982, Page 11). This is no doubt correct: the book's size, the low price of DM 6.50, the many beautiful illustrations, the attractive selection of items, and the extensive "Chronological Table of the History of Sorbian Literature" at the end of the book--all of these are, after all, invitations to the German reader finally "to discover" the Sorbs as a civilized people.

Fichte, A. von Humboldt, Herder, and others were interested in the Sorbs and in Sorbian affairs, but apparently such inclination was not shared by too many Germans. This may also explain the apologetic character of many texts which Kito Lorenc had put together from four centuries. It is an acknowledged historical fact that particularly the small Slavic peoples throughout long epochs were busy "proving" that their languages were not at all inferior to others. Thus, the actual founder of Sorbian literature, Micha Frencel (1628-1706) was in good company when he postulated as follows: "There is no reason to be ashamed of the Wend language." However, the fact that especially the Sorbs still seem to feel the need for furnishing such proof accounts for a considerable portion of their tragic situation. Thus, Frido Metsk, the Sorb author born in 1916 and living in Bautzen, has made the following statement: "On the one hand, the enemies of our people (particularly those among the Germans) have either unhesitatingly questioned the existence of such literature or have simply refused to admit that it has any kind of status or value (...). On the other hand, the representatives of the opposing point of view (particularly Slavic friends of the Lausitz area) would have liked nothing better than to praise every written Sorbian line as being an achievement of international literary proportions. In so doing, of course, they appear somewhat ridiculous to a critical public. Each of these two extreme attitudes has found a good many followers also among the Sorbs."

The Sorbian "Reader" is arranged chronologically according to authors, a fact which lends it a fascinating multiformity: treatises next to fables, sermons next to feuilletons, odes next to aphorisms, popular songs next to satires and, in addition, terse but exhaustive references to the authors concerned. Thus comes into being a book which captures the interest of not only those concerned with Slavic affairs.

At the end of the "Reader" one finds texts of Sorb authors of the post-war period, and one notes in them an occasional self-tormenting trend. The "question concerning the specifically Sorbian aspects of our literature" also moves its present-day Nestor, Jurij Brezan (born in 1916). in whose view all the attractive formulas cover up the dangers of "provincialism in Sorbian disguise" or of "German literature in the Sorbian language." And editor Kito Lorenc (born 1938) can be heard as a lyricist and prose-writer with sentences which presumably are supposed to sound optimistic, but which in fact make one feel as if they are a dirge sung at the grave of the Lausitz Sorbs. "Thank God, the Sorbs were neither inclined nor did they have the opportunity to settle down as an idyllic minority having as a background a charming countryside in this, their first fatherland as a tourist attraction, as it were, and thus their authors were saved from having to supply the folkloristic guitar sounds for such dubious, humiliating, and anachronistic undertakings. No, the Sorbs were immediately included in the democratic and socialist reformation of this democratic and socialist country and gave to it a goodly portion of unmistakable peculiarity (...) For it we surrender our heather forests and fields to the excavators, and we surrender to it our old Struga which we divert into an artificial river bed and which we pollute with our sewage. And we surrender to it our language in our poems, at the same time realizing already now that this can be no language zone capable of doing justice to them."

CIVIL DEFENSE CHIEF EVALUATES SITUATION SINCE DECLARATION OF MARTIAL LAW

Warsaw PRZEGLAD OBRONY CYWILNEJ in Polish No 5, May 82 pp 1-7

[Article by Lt Gen Tadeusz Tuczapski, Chief of National Civil Defense: "The Socio-Political Situation and Our Tasks"]

[Text] The year 1981 was fraught with events of such tremendous importance that we still cannot tear our attention away from them. It will most likely be a rather long time to come before we cease living and working in an atmosphere in which we continue to mark time in terms of "before" and "after" 13 December. We now know that were it not for the important and farreaching decisions made on behalf of our nation during the night of 12-13 December of last year the country would have been plunged into disorders whose outcome could not have been foreseen, including bloody civil war. There is simply no one with a vivid enough imagination who would have been able to predict all of the immediate and long-range consequences of this great tragedy that was in store for the Polish people.

For all people who think in realistic terms there can be no doubt but that the declaration of martial law amounted to choice of the lesser evil at a moment when a danger of unimaginably greater proportions had become discernible even to people who were not familiar with the complexities of political life. But attempts are being made to dispute this undeniable fact both by those whom the military and security forces prevented from dismantling the socialist state as well as by those who acted as the ideological, political, and moral patrons of these counterrevolutionary activities and also gave them material support.

The hostile propaganda radio stations inspired by or acting on behalf of these people and the Western press, frustrated in its hopes for a big political sensation, are now trying to convince public opinion that this military intervention was not necessary and that it was aimed at putting a stop to the process of the democratic renewal of political and social life initiated after August 1980.

It goes without saying that for the counterrevolutionary forces organized by the veteran political gamblers from KOR or KPN and for the Solidarity radicals whom they cultivated and trained for political struggle the declaration of martial law, to put it mildly, was not exactly to their liking. The scenario for taking power and destroying the people's state in Poland, so laboriously and meticulously worked out and approved by its real authors in the West, was in-

interrupted at its most vulnerable point and at a most critical juncture. Plans for breaking the unity and defensive might of the Warsaw Pact and weakening socialism on a worldwide scale were anticipated and brought to nought. The strategy which was supposed to isolate Poland from its fraternal socialist countries and at the same time make it dependent on the capitalist countries suffered a crushing defeat. A potential hotbed of war in Europe was eliminated.

The Military Is the Faithful Servant of the Socialist Fatherland and People

Precisely at that moment when the much awaited time came for the overthrow of the socialist state the soldier of the citizen's army, discharging his assigned duties, was standing at the ready at strategic points in cities and industrial centers, taking charge over traffic along important transportation arteries, mounting a vigilant guard over the headquarters of government agencies, and effectively securing key industrial plants, institutions, and installations which are of critical importance to the discharge of duties performed by the state. On the strength of authority bestowed by the Constitution of the Polish Peoples Republic designated representatives of the career officers corps of the armed forces took over duties as plenipotentiaries--military commissioners of the National Defense Committee in government ministries, voivodships, cities and townships, and in key workplaces. The Polish soldier, giving proof of his faithfulness to his military oath, took an active stand in defense of the most vital interests of the working people, stood guard over law and order in the Republic, and undertook the responsibility of defending the most cherished possession of all Poles--the Polish socialist state, its sovereignty and independence.

Poland was spared from a civil war, the destructive consequences of which would have spanned entire decades. By now there is plenty of evidence to prove that a majority of the population--whose powers of psychological endurance were stretched to the breaking point by the endless strikes and tensions in their everyday lives--greeted the appearance of armed soldiers on the streets of the cities with an accepting spirit of understanding. This does not mean that the public did not raise a number of troublesome questions, that no one was fearful as to where this course of events would lead, or that none of this gave rise to doubts and questions about the future. The same questions are being asked by all of us--soldiers, party members, all citizens, patriots, and everyone else who cherishes the well-being and tranquillity of the Fatherland. We know that all of these expectations and hopes for a better tomorrow are not going to be fulfilled automatically. It will take a lot of hard work, exertion, and many sacrifices in the struggle to lift ourselves up from the depths into which we were cast, to break down psychological barriers, and to restore morality to public life in order to make the day to come better than the day that went before. But there can be no doubt about one thing. Namely, under the burdensome conditions of martial law people have begun to lead their lives in a more well-ordered, safer, and more equitable manner not only with the hope, but also with the certainty of a better future.

Demands Necessitated by a Difficult Economic Situation

The fourth month of 1982 has come and gone. Not enough time has passed in order to allow for more farreaching generalizations about the social, political, and

economic situation or for the advancement of long-range forecasts as to how this situation will evolve in the future. This situation can be summed up briefly. The situation is difficult. Economic affairs are especially complex. This situation is rendered all the more difficult by special circumstances and manifold internal and external factors that are having and will continue to have an impact on our economy in the near future. So, the only way to assess the state of our economy is from the perspective of these abnormal and difficult conditions.

Success depends both on our ability to overcome adversities, as well as on our skill in making the best of every favorable opportunity.

Everybody knows about the communique of the Main Office of Statistics published in the first quarter of this year. It is not all that optimistic, but it offers a glimmer of hope, the proverbial light at the end of the tunnel. The overall decline in industrial output will persist, but the rate of this decline will be slowed down to some extent, especially in manufacturing industries. On the other hand, there has been a substantial improvement in terms of the output of coal, copper, zinc, lead, sulfur. There has been an increase in the output of cement, agricultural machinery and implements, freight cars, and some common consumer goods. Things continue to be difficult in agriculture and in the construction industry. All things considered, though, there are signs of some slight improvement, and by now this counts for a lot. This would mean that we have succeeded in putting a stop to a further aggravation of the crisis and that we have taken the first steps toward the gradual overcoming of this crisis. But we still have a long way to go before we achieve real success. So, in the midst of this crisis which still has us in a stranglehold an ever higher and higher premium must be placed on the skills that are needed to find new stimuli for keeping our economy on the move, the capital stock built up by our people in the form of talent, skills, and knowledge must be made to pay off, and original and constructive proposals and initiatives must be formulated that provide answers to organizational, technological, and functional problems. The fostering of a climate that is conducive to such quests is coming to be an important task for all our professional military personnel, including professional civil defense personnel. The fact that in view of our country's present, complex economic situation not all of our capital construction and technological development projects as spelled out in long-range economic growth plans are able to retain their original status and priority does not mean that we are giving up on the fulfillment of these projects in favor of other ideas. This would be a misconception. While preserving our present assets and while not giving up on the idea of getting started on previously mapped out tasks at an appropriate time, we must first and foremost view the fulfillment of these tasks in terms of currently feasible dimensions and from the standpoint of nationwide needs. We must give a new thrust to our programs, come up with new ideas, and see how these new ideas stack up against the realities of justified priorities.

We are now going through a difficult period, a period that is fraught with anxieties for the future of Poland, but at the same time we are convinced that when it comes to our social and economic development and the strengthening of our defenses we will not stand for half measures or cutrate approaches. In this determination of ours to stand up to the challenge of history there is no room

for improvisation or complacency. We simply realize that there are difficult and rigorous times in store for us. We must reorient ourselves toward new ideas, toward creative and meaningful work, toward political maturity, toward mustering the courage that is needed to embark upon and realize farreaching, ambitious goals dedicated to securing the survival and strength of the state. We have no other choice.

Our Party--the Polish United Workers Party--Is the Underwriter for Charting a New Path for the Country

The recently concluded Seventh Plenum of the Central Committee was an important step along the way toward building a stronger party. This plenum mapped out the course that should be followed in the course of consolidating the party along Marxist-Leninist lines. The decisions which were made at this plenum and the things that were said during the Plenum's discussion period once again called attention not only to the existing threats which the party has perceived, but also to the opportunities that exist for taking resolute action to counter these threats and for validating and rebuilding public confidence in the party.

In order to meet the historic demands of our times it is imperative that an effort should be made to insure the unity and cohesion of the party; we must not fail to win the trust of the people, rebuild the party's credibility, and strengthen its leading role. The country needs an ideologically strong and morally healthy party for the sake of its own strength and welfare. The party has not yet recovered this strength and authority. In the past the party concerned itself with nearly all aspects of national life and government. It took over the duties of the civil service, the trade unions, and social organizations, and in both functional and substantive terms it took the place of institutions and agencies responsible for national affairs. But there was never enough time for making of responsible and reasonable decisions and supervising the process of their implementation. Proper resolutions, decisions, and directives pronounced from high rostrums often ran counter to the dictates of practical life. The will, character, and resolve needed to put these decisions into practice in the life of the nation and people were lacking. The moral countenance and characters of the people responsible at various levels for implementing party policies were also frequent cause for disappointment. The decline of ideological life in the party gave rise to a decline in ethical sensitivity in the public at large. There followed an invasion of petty bourgeois ideals and life styles alien to socialism. The loss of public confidence after August 1980 contributed to an upsurge of antisocialist elements, and it encouraged them to mount an attack on the peoples state, its international position, alliances, and defensive might.

It is downright tragic that a combination of harmful and unpleasant developments in our social life has given rise to such severe expressions of protest, protests which have been so skillfully exploited--this has to be admitted--by our internal and external political adversaries. It is all the more tragic that a not insignificant proportion of the younger generation, including large numbers of those who participated in formal ceremonies to receive their membership cards in the ZSMP [Union of Polish Socialist Youth] and the PZPR, and that now some of these young people, prompted by the insinuations of hostile forces, naive romanticism or blatant political immaturity, are trying once again to turn back

the clock, inflame the dying embers of counterrevolution, encourage voluntaristic and anarchic modes of behavior, undermine the authority of the party, or even organize an underground conspiracy.

The Seventh Plenum reminded us that the party is and must be first and foremost a forum for expressing the most vital interests of the working class, including members of the younger generation in the working class, a party that wages a struggle for a new tomorrow. We realize that in our country there are still isolated realms of absurd behavior that are a source of alarm and irritation to public opinion, that there are enchanted preserves where senselessness and smallmindedness are still the order of the day, that there is waste and extravagance, that there is corruption, nepotism, highhandedness and selfishness. Acting under orders from the Military Council for National Salvation, local operational groups and military operational groups are every day bringing to light hundreds of examples of stupidity, bureaucratism, inefficiency and dishonesty, incompetence in managing the affairs of the people and the state in various areas and in the various ways these duties are discharged in offices, in factories, in the fields of state farms, in stores, and in public utility establishments. The struggle that is being waged against these degradations is therefore a struggle for wide-ranging and intelligent public support, for the active participation of the entire Polish people in the renewal of public life, for full public acceptance of socialism. This is at the same time one of the fundamental prerequisites for the formation of areas of national reconciliation. This is a struggle for political and social harmony. This struggle is in essence dedicated to the principle that all of the country's constructive and patriotic-minded social forces, the allied political parties, social organizations and associations, youth organizations, and the trade union movement should align themselves with the socialist thrust of the renewal movement. Only those who aspire to the creation of a new socialist Poland can become a part of this kind of consensus. Those who are opposed to the socialist state cannot be and will not be a part of this consensus. There are no preconditions for this kind of consensus as long as it is only patriotic motives that will inspire actions taken in the interests of and on behalf of the socialist state and its people. It is our common misfortune that as a result of our progressive economic decline, the paralysis of our governmental institutions, and various activities aimed at sowing the seeds of social discord and carried on openly by the antisocialist opposition up until December of last year certain segments of our society were transformed into passive objects and not active protagonists of change, as result of which their talents, willingness to work, goodwill, and diverse initiatives failed to produce the desired results. Everything depends on us now. We have a historic opportunity which we should not waste.

In Alliance with the countries of the Socialist Community We Are Also Defending the Peace of Our Own Fatherland

We are not alone on the difficult path on which we have embarked. The best proof of this is the visit of the Polish party-government delegation to the USSR. This is because our friendship and fraternity, our cooperation and alliance with the Soviet Union and the entire socialist community form the cornerstone of our security and, for that matter, our survival as a nation. This relationship also guarantees that we will find effective solutions to the crisis in which we find ourselves. Poland and the Soviet Union will continue to work

toward the consolidation of the fraternal alliance of countries which belong to the Warsaw Pact, an alliance which insures the security of these countries and provides for cooperation in the struggle for a lasting peace in Europe and throughout the world. The continuation of this cooperation and fraternal collaboration is of fundamental importance to Poland and the entire socialist community, especially so now when the aggressive forces of imperialism are to blame for the fact that the international situation has become much more complicated. Our armed forces and our whole national defense system are making a vital contribution toward the goal of broadening and stepping up internationalist cooperation with the Soviet Army and the other socialist armies. This cooperation is being manifested in joint conferences and consultations and in joint allied exercises of military and civil defense forces which form part of the training process directly geared toward preparing these forces to carry out defense missions in a real defense emergency situation.

Plans have been drawn up to conduct a joint allied, strategic civil defense exercise in August of this year under the direction of the chief of GDR Civil Defense. We are giving a high priority to this undertaking, since coalition exercises are at one and the same time a unique way to testing the preparedness of our civil defense staffs, systems, and organizational structures to carry out complex defense tasks. They are being called upon to give a demonstration of qualitatively superior techniques and modes of operation whose standards will be commensurate with the constant advancement of military science and technology and, as a result of this advancement, with the need to find solutions to ever newer and more difficult problems. Joint exercises provide an excellent forum for sharing mutual accomplishments, for displaying our own theoretical and organizational achievements in the mounting of large-scale rescue operations, in the coordination of diverse forces and assets, in the formulation of situation assessments and analyses, and in the organization of decisionmaking processes.

Working together to carry out missions of this type also makes a noteworthy contribution toward strengthening ties of friendship, ties which guarantee that at moments of supreme danger will have by our sides faithful and tested comrades whom we can count on when we need to and in moments when we are faced with the greatest challenges. This is all the more important as long as the unprecedented anti-Polish campaign unleashed by the imperialist forces persists and does not diminish. It should be expected that this state of affairs will continue for a long time. This is because this is just one feature of the long-range strategy of the United States and NATO to move away from the policy of detente and shift toward a policy of confrontation, somethings which has become a clear priority in the foreign policy of the present American administration.

Under these circumstances the decision by the West to commit itself to a global contest with socialism over Poland, if only for reason having to do with our importance, role, and position within the defense system of the socialist countries, was bound to signify a major escalation of this confrontation. The severity of this confrontation is attested to by the fact that the West has not hesitated to attempt to call into question the validity of the decisions made at Yalta and Potsdam, decisions which are one of the cornerstones of European security and political-territorial order, including the security of Poland, its sovereignty and territorial integrity. Of course, we do not mean by this to conclude that our domestic crisis was a product of the external machinations

of forces opposed to detente or that we are not aware of the fact that this crisis is attributable to major, internal factors arising out of causes of our own making and out of our own neglect. But we would be profoundly mistaken to believe that the forces of aggression and war are not exploiting the situation that has arisen in Poland to open a new front in their anticommunist strategy. There can be no doubting the fact that the primary goal of the West is to discredit socialism as a social and political system, especially the Soviet model of socialism which is suspected of having been replicated in Poland. In so doing they are trying to prove that this model is unsuited to meeting the demands of modern life and that it is utterly unreformable. The success of the socialist renewal movement in Poland, including the economic reform, would undoubtedly be tantamount to a repudiation of these kinds of assertions. This is why they have so persistently pursued various kinds of manipulations. This is why they are raising obstacles and imposing restrictions and sanctions in the area of economic cooperation and trade for the purpose of aggravating our problems, disrupting our economy, mobilizing subversive forces, and recreating an atmosphere marked by turmoil and discontent.

Similar restrictions that have been instituted against the Soviet Union are supposed to, among other things, make it as difficult as possible to furnish Poland with economic aid. Attempts are being made to make the Soviet economy bear the burden of the debts incurred by Poland or to shift the burden of keeping Poland afloat onto the Soviet Union. The stubborn repetition of those insinuations which Poles find so offensive to the effect that we are not masters in our own house, that we are unable to manage our affairs, and that somebody else is making our decisions for us is supposed to promote the intensification of anti-Soviet feelings. At the same time, they are trying to make the point that the entire Warsaw Pact is being weakened by the fact that it has within its ranks a country that is weak, disorganized, and anarchic, a country that is supposed to be Poland, a country in which the other members of the community should have no confidence, a country in which the allies would not be able to place their complete trust. To this end the United States, with the help of a few other countries, is trying to push through various kinds of provocative resolutions aimed against Poland and its allies.

But what they are forgetting about in the West is that Poland is Poland. Our internal problems do nothing to alter the fact that we are a country with a relatively large land area and a relatively large population, that we are endowed with important natural resources and a strong industrial base. We are located in the center of Europe. We possess an advanced infrastructure active in the arts and sciences, and we have our own record of cultural achievements. We boast of a history that goes back a thousand years. We have always pursued an activist foreign policy, and even now, in the midst of a serious crisis, we continue to be an active, noteworthy partner in the struggle to defend peace, international detente, disarmament, and cooperation that is beneficial to all parties. There can be no doubt but that throughout this anti-Polish campaign military issues are being assigned a role of predominant importance. As far back as the end of the 1970s the United States embarked upon a wide-ranging military buildup that was designed to bring it into a position of military-strategic superiority. Apart from the decision of the USA to begin producing the neutron bomb, the most characteristic feature of this policy was the NATO decision to introduce several hundred fundamentally new types of nuclear missile weapons into Europe. This program gave rise to serious reservations on

the part of certain governments and parliaments in the European NATO countries. The decision by NATO to accentuate the confrontational thrust of its policy in response to events in Poland was therefore supposed to make it easier to implement this proposed program by offering proof of the alleged threat posed by the Soviet Union. At this point it is not yet clear whether this militaristic offensive will succeed in exploiting the Polish pretext as grounds for calling a halt to disarmament negotiations. The reason for this is that during the Soviet trade unions congress the general secretary of the CPSU Central Committee, Leonid Brezhnev, in the course of adding concrete substance to previously made Soviet proposals concerning reductions in existing nuclear arsenals in Europe, announced that a decision had been made by the Soviet leadership to declare a unilateral moratorium on the deployment of intermediate-range nuclear weapons in the European regions of the USSR. In keeping with this declaration the number of the aforementioned weapons systems now deployed in this region has been frozen in both quantitative and qualitative terms. A hold has also been placed on the replacement of the old missiles known as SS-4s and SS-5s with new SS-20 missiles. This moratorium will remain in force either until such time as an agreement is reached with the United States on reductions, based on the principle of equality and reciprocal security, in the numbers of intermediate-range nuclear weapons based in Europe and targeted against Europe or until such time as the leaders of the USA, disregarding the security interests of all peoples, go ahead and begin making preparations for the deployment of Pershing-II and cruise missiles in Europe. At the same time, Leonid Brezhnev strongly and openly warned that if the governments of the USA and its NATO allies, disregarding the peaceful aspiration of the peoples of the world, should anyway decide to go ahead and implement their plan for deploying hundreds of new American missiles in Europe capable of destroying targets on Soviet territory, this would give rise to a new strategic situation in the world. The Soviet Union and its allies would then be faced with a real, additional threat. This would then force the Soviet leadership to take the kinds of steps that would place the other side, including the United States and its own territory, in a similar position. No one should forget this. These are strong words that also contain a very strong dose of good will. But, at the same time, they constitute a warning that no one who still retains at least a bare minimum of political common sense can afford to ignore.

Top-Priority Civil Defense Missions for 1982

In the course of performing our civil defense duties we must remember that each and every training year counts as being important when it comes time to draw up the final balance sheet for the progress that has been made toward implementing the long-range program for the advancement and perfection of all civil defense agencies and components in all elements of the country's organizational and functional structures. Objectives and tasks are spelled out in specific terms for each and every year, and these objectives and tasks all have their own unique accents. They add meaningful substance and new values to the overall configuration of our national defense system. This year the training that is being offered as a part of the national civil defense system is taking place in a complex situation and under circumstances that compel us to resort to the use of extraordinary means. It is for this reason also that the missions which have been assigned to us must be viewed against the broad background of the struggle

that has been mounted by the Military Council of National Salvation to overcome the crisis and restore Poland to its proper place in the socialist community, in Europe, and in the world as a whole.

In accordance with the "Guidelines of the Chief of Civil Defense for the Period 1981-1985" we have proposed that the primary goal attending the advancement and improvement of civil defense forces should be to lay a solid groundwork and find practical applications for theoretical premises which ought to be reflected in detailed legislative prescriptions and to achieve the needed level of readiness in order to undertake coordinated rescue-recovery and security operations within the context of the integrated national defense system. This goal will remain essentially the same, and its realization is now more topical than ever. This means that this year our attention should be focused primarily on the further clarification and delineation of issues of a legislative, planning, organizational-operational, training, and technical nature.

In dealing with matters of a prescriptive and legal nature we must try to come up with more concrete interpretations and effective ways of implementing the series of amendments to the "Law on Mandatory Universal Service in Defense of the PPR." Therefore, some of the tasks which we must address during the current training year include specific programs whose successful fulfillment will have a critical impact on what happens to our civil defense system during the next phase of its development. It is above all important that we should speed up the pace of work on the drafting and enforcement of a resolution of the Council of Ministers on civil defense, a resolution on the powers of the Chief of National Defense and the chiefs of the voivodship and local-level inspectorates, a resolution on civil defense formations, and other legal acts. Work should begin now on bringing the substantive provisions of these acts into line with the general thrust of the legislation that is being enacted in this country.

In the course of translating the training "Guidelines" into specific tasks to be accomplished it is necessary to make a thorough analysis of all of those causes and effects which have emerged into the real world of our social, political, and economic life and which have slowed down or actually prevented progress in our planning and applications-oriented work.

Projects that are planned out should therefore embrace a clearly spelled out premise and thus provide us with a clear interpretation of what it is we want to accomplish in addition to listings of tasks that make allowances for the unique conditions, and actual requirements and capabilities of specific organizational units.

In compiling lists of planned tasks it is especially important that we should identify problems associated with the completion of these tasks within prescribed deadlines by all components and all forces and assets that have a bearing on operational and organizational-functional readiness. The prerequisite sine qua non for this readiness is the proper gearing up of a system of command and control. As has been the case up to this point, not all local civil defense agencies are endowed with suitably organized and trained task forces responsible for dealing with matters of command and control nor have they been equipped with permanent and alternate workplaces that are adequately prepared for this purpose.

It has been noted in many voivodships that the standards of performance in attending to this preparatory work are very low, and this is especially the case in townships and city-townships. The effectiveness of a command and control system, as everyone knows, is dependent first and foremost upon communications, including in particular the system of radio-telephone communications. For the immediately foreseeable future this will be a fairly difficult problem to deal with. We need to look for organizational solutions to this problem. This is a question of seeing to it that radio-telephone communications systems are set up in as short a period of time as possible in order to provide coverage for key regions, while at the same time making provisions for the exploitation of all available systems for the purpose of exercising command and control over rescue operations, for the purpose of sending reports and issuing alerts, and also for the purpose of detecting and analyzing contamination. It is imperative that we should move ahead with work on setting up a centralized, national contamination analysis center which--working in close cooperation with appropriate elements of the military system--would be prepared to execute missions associated with the programming, analysis, and comprehensive evaluation of contamination situations and actual contaminants in an environment marked by the employment of mass destruction weapons.

In recent years we have devoted a great deal of attention to the problem of population evacuation and dispersal. In our circumstances this is one of the most important ways of providing protection for the civilian population given our limited capabilities when it comes to sheltering people in protective structures. We have worked out one of several optimal versions of how to implement this idea. This is an extremely complex operation both from an organizational and technical standpoint as well as from a psychological standpoint. Last year witnessed the completion of the organizational groundwork related to a series of procedures for evacuating civilian populations from cities deemed to be in special danger. It is now necessary to make a thorough study of this problem within the context of everything that has happened and everything that we learned in connection with the declaration of martial law and also in connection with the disastrous flooding in the Plock area.

All of our planning, organizational, and training objectives that were mapped out last year should once again be carefully reconsidered, brought up to date, and coordinated in terms of all of their substantive details with the operational-defense planning system of the voivodship military staffs and with the socioeconomic development plans of ministries, voivodship governments, municipal governmental bodies, townships, and industrial plants. Projects that are completed must be completely in line with the objectives, mechanisms, and strategic premises of the reform of the system of economic management that is being adopted in this country at all levels.

It should be expected that in the course of implementing this reform qualitative transformations are going to take place throughout the system by means of which the state performs its functions and that the basic priorities, performance indicators, and thrusts of the work we do will be subject to change. Radical modifications will also be made in the relationships that exist between central and local organizational components, especially so with reference to enterprises and workplaces. Consequently, the guidelines and underlying assumptions of the

5-year plan for the development of the civil defense system will have to be flexibly adapted to this new situation and these new working conditions in terms of the geographic division of responsibilities. Under these new conditions the central level will only plan an inspirational and supervisory role. The burden of most of the work to be done will be concentrated at the local level.

In connection with the centrally subsidized payment of civil defense costs the chiefs of voivodship inspectorates must now pay careful attention to the development of efficient, cost-effective finance policies when it comes to the planning of training, investment, and procurement programs. Every accounting entry must be strictly justified, serve a useful purpose, and be the product of a general systems-oriented approach to the development of the civil defense system.

The training system is an integral part of civil defense preparedness. The main objective of this training is to prepare governmental agencies, economic institutions, civil defense formations, and the public at large to defend themselves. We are not making any major changes in this system. Generally speaking, the point here is to make sure that this training process is set up in such a way as to be responsive to those transformations which are taking place in the structure of governmental and economic institutions and in the way they discharge their functions. Voivodship and ministry civil defense personnel training centers should continue working on tasks dedicated to instilling a deeper understanding of a refining the skills needed to perform civil defense tasks and provide leadership for subordinate forces during rescue and disaster relief operations. It is necessary to resort to the best form of training on a larger scale, that is, training in the form of coordination exercises. These kinds of exercises make an important contribution to upgrading skills and work habits in exercising command and control over and in the practical performance of tasks in addition to promoting cooperation within subunits and among different subunits. Exercises organized at the voivodship, ministry, and intervoivodship level should play an important role in this regard. Past experience has shown that many valuable lessons have been learned from these exercises that have a bearing on, among other things, preparing the economy to function on a wartime footing, evacuations and the cooperation of neighboring voivodships, and the operation of the public warning and alert system and also the contamination detection system.

Special attention needs to be paid to the Central Civil Defense Personnel Training Center. This center should become a component that has an impact on methodological and substantive training work in the area of civil defense. One major task that we are assigning to this center is that its personnel should embark upon scientific research projects, primarily those which have a bearing on civil defense tactics. This will call for the further advancement of the knowledge and skills of these personnel. We will support the efforts made by these personnel dedicated to their pursuit of academic degrees. This program has already been inaugurated and it should be consistently implemented. We will be going through the current civil defense system training year in the conviction that the goals which have been set will be realized in a manner that is consistent with our expectations, that our knowledge and practical working skills will be enriched with new elements and intellectual values. The planning, research, and training projects undertaken by all civil defense components in

ministries, voivodships, cities, townships, and workplaces should make a contribution to this end. The work that is done with a view to improving the civil defense system must be backed up by the experience and creative ideas of all of its agencies and human resources. The resolutions of the 7th Plenum of our party's Central Committee which mapped out the key tasks facing the party in the struggle to give a socialist stamp to the renewal process and to find solutions to the country's difficult economic predicament should serve to lend impetus to quickening the pace of our efforts. The ideological-political and training tasks that we undertake in the area of civil defense will serve as our contribution as soldiers to the cause of the further reinforcement of the strength and security of our country. As General Jaruzelski said at the plenum: "We must believe in ourselves, in our ability--so often manifested in our history--to lift ourselves up out of disaster and defeat."

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GORZOW PARTY MEETINGS HELD

Meeting on Plant Expansion

Zielona Gora GAZETA LUBUSKA in Polish 8 Apr 82 pp 1, 2

[Article by ac: "From the Deliberations of the PZPR KW [Voivodship Committee] Executive Board in Gorzow"]

[Text] Yesterday, 7 April 1982, the Executive Board of the PZPR KW met in Gorzow. During the meeting, which was chaired by Florian Ratajczak, first secretary of the KW, political-organizational plans were approved for the Labor Day 1 May and Victory Day celebration in Grozow Voivodship. Following this, the state of implementation of the Gorzow ZM [Metal Plants] Expansion investment task for producing units for tractors under license was discussed.

As the members of the Executive Board were informed, organizational committees for the Labor Day 1 May and Victory Day celebrations are now being appointed. This year, these celebrations are to be an opportunity for showing the ties of the party with the working class and the entire nation, for demonstrating the party's unity, strength and will to lead Poland out of the crisis, and for showing that our country is and will remain a reliable element of the socialist community, a member of the Warsaw Pact and CEMA. The voivodship and the municipal commemorative meeting for 1 May is proposed for 28 April in Gorzow. During the days preceding Labor Day, the members of the Executive Board and the KW will visit the work forces of the plants at their work stations. Open meetings of the POP [Primary Party Organization] will be held, meetings with veterans of the workers movement will take place and lectures will be given pointing out the role of the Polish nation in the victory over the fascist Germans and the role and significance of the Warsaw Pact, there will also be meetings with soldiers of the Polish Army and units of the Soviet Army, occasional commemorative meetings, evening concerts and addresses. It is expected that at this year's 1 May parade there will be no grandstands and decorations will be kept simple. It will proceed through Gorzow along Chrobego St toward Grunwald Square, where the color guards and guard of honor will take their positions. We are reminded that it is the duty of every party member to participate in the parade.

The second part of the deliberations opened with a trip to the construction site. Besides members of the Executive Board, invited representatives of the investor in the installations in Baczyna--the URSUS Tractor Industry Association,

building contractors and administrative authorities along with Gorzow's governor, Stanislaw Nowak, participated in this part of the meeting. At the construction site, participants were familiarized with the rate at which work is being done and with basic problems, the most important of which are the completion of the main production installation as quickly as possible, and its drainage, thereby securing both the hall and the equipment located in it against corrosion, all of which is to occur this year. This year as well, the main feeding station for electrical power is to be completed, the heating system is to be installed, and the groundwork is to be done for mounting machinery next year. According to Stanislaw Stachowiak, director of the Ursus-Gorzow Mechanical Works, these matters are crucial to getting a start on production engineering in 1983 in several initial departments and to completing tasks in 1985. What makes them more important is that at the end of 1982, the warehouses will be storing equipment worth more than a billion zlotys for a new factory. Most of this equipment comes from capitalist countries, so that not only does the guarantee expire, but it also deteriorates when not in use.

It was reported to the members of the Executive Board that in March 1982, ministerial decisions were made concerning the financing of the Baczyna construction project in 1982-1983, resulting in appropriations of approximately 150 million zlotys per year for this purpose. The general contractor, GPBP [probably Gorzow Industrial Construction Enterprise], may rearrange these allocations. Very serious problems have occurred with ensuring Baczyna sanitary sewage and runoff removal, as participants learned during their visit to the site. The construction of collectors which has been going on since 1978, must be completed by mid-1983, and work is only at the halfway mark. Without sewage removal, the startup and utilization of the new plant are impossible. The contractor, GPRI [probably Gorzow Engineering Works Enterprise], is doing everything possible to finish on time, including borrowing equipment from other enterprises. The Mechanical Works in Gorzow has begun working to ensure 1,100 apartments for the work force by creating its own housing cooperative.

After lengthy discussion, the Executive Board of the PZPR KW in Gorzow adopted the position that the coordinated program of work must be uncompromisingly maintained, and that all matters in the area of building investment must be fully explained. The indispensable materials requested by contractors must be guaranteed, and the problem of transporting goods and people must be resolved. All matters related to property settlements with farmers whose land was taken for the investments must also be resolved as soon as possible. It was also proposed that the Executive Board return to this subject in several months.

Participants in the meeting included: Jan Symonik, a plenipotentiary of the KC [Central Committee] BP [Political Bureau] KC Economic Department representative Ludwik Mizera, and the deputy director of the Department of Programming and Modernization Development in the Ministry of the Metallurgy and Engineering Industry, Alojzy Mokrogulski.

Meeting on Employment Policy

Zielona Gora GAZETA LUBUSKA in Polish 22 Apr 82 p 1, 2

[Article by jk: "From the Deliberations of the PZPR KW [Executive Board] in Gorzow"]

[Text] Yesterday [21 April 1982] the PZPR KW Executive Board deliberated in Gorzow. Participants were familiarized with the progress being made on preparations for the KW plenum to be held next Monday. This meeting is to be devoted to issues of the shaping and development of socialist awareness of youth. The material presented on this subject includes a long-term program of work with young people and takes into consideration the upbringing functions of the school, the home and the workplace. It defines the relationship of the party to youth organizations and specifies the conditions and forms of youth participation in bringing Poland out of its current socioeconomic situation. It also considers recommendations made in eight regional meetings held recently by the members of the KW leadership with the youth.

A very lively discussion that offered many valuable suggestions ensued over the material presented at yesterday's Executive Board deliberations. Because of the weightiness of these remarks and recommendations and their thematic scope, the Executive Board decided to include them in their entirety in the body of material presented and to make use of them as well as to prepare the draft of the plenum resolution.

Next, the Executive Board members were informed about the employment policy in Grozow Voivodship under economic reform. In the last quarter, the Gorzow labor market was fairly settled, and, surpluses of cadre were brought under control rapidly. However, in many plants there is a tendency to keep on the work force in their previous numbers regardless of production volume and progress. At a later time, bank intervention may help to make this relationship more realistic. Local interventionist efforts within the municipal economy are eliminating the temporary need for people to fill positions.

The Executive Board stated that the employment policy is being conducted properly. The fact that in Gorzow Voivodship there is no shortage of openings, that anyone who wants a job can find one, including this year's graduates, fills one with optimism. Under such conditions, those who are still shirking work must be brought to fulfill their duty, since the labor front is large enough to include them.

Plenary Deliberations on Youth

Zielona Gora GAZETA LUBUSKA in Polish 27 Apr 82 p 1, 2

[Article by jand-frab.: "Plenary Deliberations of the PZPR KW [Voivodship Committee] in Gorzow on the Subject of Youth: Restoring Faith in the Idea of Socialism"]

[Text] Yesterday [26 April 1982] the PZPR KW assembled in Grozow for a plenary meeting. The subject of the deliberations was: "The Shaping and Development of the Socialist Awareness of Youth." In addition to KW members, participants

in the meeting included actives in the youth movement, among them the deputy commander of the ZHP [Polish Scout Union], Scoutmaster Antoni Kusiak and the director of a department in the ZSMP [Union of Socialist Polish Youth] ZG [Main Board], Wlodzimierz Sielewicz. Florian Ratajczak, first secretary of the KW led the plenum.

Opening the deliberations, he stated: "The subject of today's plenum is very complex, especially today, after the ideological havoc that has been created in our country by opportunist forces. Who is to form this awareness? The party aktiv? Or perhaps the authorities? It is a process that requires patience and wisdom. We are aware that the ideological offensive of the entire party is, above all, a struggle for social awareness, and mainly a struggle for the social awareness of the young generation. It is a struggle over gaining the Polish youth, the members of the ZSMP, the ZMW [Rural Youth Union], the XHP, the OHP [Volunteer Labor Brigades] and the SZSP [Socialist Union of Polish Students], of gaining all of Polish youth for the ideals of socialism, for the ideals for which the party is fighting in the process of the moral-political renewal. "

In the name of the Executive Board, KW secretary Antoni Maslo gave a report. He stated that "a basic upbringing duty of the party to the young generation is to struggle to restore their faith in the genuineness and solidarity of the ideas that it promulgates. Essentially it is a question of the socialist awareness of youth, of its confidence in the possibility of implementing socialist ideals under PZPR leadership. We can attain this by returning to basic concepts, truths and traditions. Today, if we are taking a critical look at the work of youth organizations, and if we are to prepare a long-term program of work with youth, then it is with the awareness that we are not starting at the bottom. We recognize that the basis of this program should be an analysis of previous party experiences--its mistakes as well as its achievements, and the achievements of the Polish educational system and youth organizations. We cannot squander what was good. The opinion is circulating that the party has lost its ideological link with the youth. This is a simplistic view, advanced by the political opposition to prevent the party from entering into a real discussion with the youth. This is why we need rational arguments, not emotions today. The young generation has not rejected the ideological assumptions of the socialist system, but it has rejected all departures from these principles.

"The difficult conditions of getting out of the crisis may not deprive the youth of its inalienable rights: to an equal start regardless of social background, financial status or milieu, the right to an education and cultural values, to active mutual participation in social and political life and to mutual responsibility for its development and makeup.

"We must never again return to the mistakes of the last decade. We must aim at accompanying material progress with the flowering of humanistic values of man and humanity. In our work with youth, we must restore dignity to ideological upbringing. If the young people demand, and rightly so, that we honor their opinions and right to participate in decisionmaking, then they must participate in solving our tremendous problems just like everyone else," said Antoni Maslo.

The speaker devoted much attention to schools and educational-upbringing institutions, to the family, including the families of party members, who have a special responsibility. There are 83,141 students in Gorzow schools, or more than 18 percent of the regional population. The development of the socio-political situation after August 1980, especially the shift of the Independent, Self-Governing Trade Union [NSZZ] Solidarity to political positions inimical to socialism has had a negative impact on the atmosphere and manner of functioning of schools. This is expressed in the divisiveness among teachers' groups, and consequently in the severe weakening of upbringing work and the socialist character of the school.

Treating the problems of the youth movement, secretary Maslo made a number of critical observations. In speaking of the ZHP, he said that the weakness of this organization deriving from its massiveness and the lack of an instructional cadre has become apparent. The ZHP has not found an effective formula for training its ideological-instructional cadre. The August events and the period following have caused the numbers of this union to be reduced considerably. However, the main nucleus of instructors has been kept on.

The ZSMP has suffered a serious jolt. Approximately 4,000 members have left. Many of these have become active in Solidarity. Today the ZSMP, as an organization that cuts across many milieux, numbers more than 21,000 members in our voivodship, of whom 8,000 are active within the rural community. The organization is strengthening its political character. It is time for the party members who are also ZSMP members to become active.

The revived Rural Youth Union [ZMW] is gathering together more and more young people who work in rural areas and in farming, above all private farmers, the major food producers. This organization today numbers approximately 3,000 members.

In conclusion, Antoni Maslo stated that we can say that ideological-upbringing work is a total success when upbringing activities in all basic elements are unified. These elements are the family, the school, youth organizations and the workplace. We cannot arouse any more illusions or make any more promises that are unjustifiable. We must openly tell young people that the Poland of the coming years will not be a country of wealth and plenty; they will be hard years requiring work and self-denial. However, these years should not and must not deprive the young generation of development opportunity, stifle their aspirations or deprive them of their hope for a good professional and social start.

In the discussion, 22 people took the floor. They included both party echelon members and invited guests from youth organizations and milieux.

Zenon Smolinski, a youth activist from Bogdaniec and vice chairman of the ZSMP ZW [Voivodship Board] for rural youth affairs stated that rural farm youth see the actions of specific officials and local authorities as the policy of the party and the state in reality. Thus, it is not easy to convince farmers, especially young farmers, that we are bound by a rational policy, even under existing conditions.

Stanislaw Kielec, chairman of the ZMW Municipal-Gmina Board in Witnica, also spoke of the credibility of the actions of the municipal administration regarding farmers who are just starting out on their own farms. According to the speaker, it is common in the gmina of Witnica for a farmer who has had a tractor less than 5 years to receive another one while a new farmer cannot get one. Kazimierz Klodowski, ZSMP activist from SILWANA [Gorzow Silk Plants], stated that the lack of help for the youth organization by plant party organizations is on the agenda. In the POP [Primary Party Organization] and OOP [District Party Organization], party members who are generally uninformed about the activities of the youth organization, despite this usurp the right to make critical remarks about it "for a rainy day."

Czeslaw Gierczynski, a teacher from Pelczyce, member of the PZPR KC [Central Committee], noted the difficulty of defining the very concept of youth. While it is an eternal category, we cannot forget the social aspect of youth problems. He said that most young people are characterized by bewilderment and disorientation. It will not be easy to fill such empty heads with worthwhile socialist, patriotic and humanistic contents. They want to attain the Japanese living standard quickly, without making any effort.

Jaroslav Glowski, a student from the Medical Vocational Studies Program and chairman of the ZSMP Voivodship Council of Schoolage Youth, stated that currently in voivodship schools in most cases there is a move against the needs of youth organizations, but there are such exceptions as the PKP [Polish State Railroads] Basic Vocational School.

The address of Stanislaw Wlosek, KW member, physician from Mysliborz, commanded the attention of all those present. He said that before August, ideological life in the party was gradually disappearing and it was no wonder. The signs of the departure from socialist principles in social life and from rational behavior in economic policy were not allowed to be expressed. Any sort of reflection on what was happening in the party and the nation was looked at askance. This also had an impact on youth organizations. Deeper reflection, both philosophically and in terms of their world outlook and discussions that are stormy but friendly are indispensable for young people and youth organizations. Without this, ideological life in the youth organization will dry up. In the speaker's opinion, one sometimes observes in propaganda an obsessive return to the pre-August 1980 style. Czeslaw Jermanowski, vice chairman of the ZMW ZW, underscored the significance of a material base for cultural activity in rural areas. Piotr Nogiec, ZSMP activist, worker from the Gorzow Metal Plants, stated that the causes of the situation in which youth organizations and youth as well find themselves, go beyond the community of young people. This is why people are not in a position to cope with current difficulties. The help that is given them should be the help of people who are really competent, experienced and tactful. Danuta Lesniewska, commander of the ZHP Voivodship Council in Gorzow called to mind that the task of the scout union is primarily social and patriotic service, often humdrum and ordinary, not showy. The Gorzow scout organization is implementing these tasks, but it continues to suffer from a shortage of instructors, and it is this cadre that will determine the results of ZHP activity. Leonard Naronowicz, KW member, private farmer, noted that by looking at our young people one sees that they are physically attractive. But in our solicitude for their external beauty and nutrition, we have not freed them from household cares, and thereby a sense of responsibility for the good of the home, the school and the state.

Jozef Przekwas, school superintendent of education and upbringing pointed out that if one is doing an analysis of the current state of youth awareness, one must include a question on the subject of school responsibility. On the other hand, the school has implemented all the orders it has received. However, the results thus far are undesirable. Students have been told about ideological commitment and higher values, but no one has worked with them to implement their acquisition of these values. The young people are needed to do folk dances at civic celebrations and anniversaries. Window dressing has been the order of the day. The great disorientation in the teachers' community has also been caused by the ostensibly ambitious policy of "judging our strength in terms of our intentions." The contrast between a directive on the universal 10-year school and the prevailing situation regarding the manner in which the school was equipped has been obvious to thinking people. There have been such contradictions. The Gorzow school system is slowly emerging from the crisis. It is working better; teachers' groups are cooperating with each other.

Stanislaw Nowak, governor of Gorzow, alluded to a recent session of the WRN [Provincial People's Council] concerning the situation of young people. He reported on the efforts of administrative authorities aimed at improving the living standard of young people. He stated that temporarily the housing problem in Gorzow will become more severe, but that there should be no problem in the voivodship for young people who want to work hard to find jobs. Jerzy Prywer, member of the ZSMP ZW, spoke of the harm of social parochialism and of factors that antagonize young people.

Mariusz Guzenda of the OHP Voivodship Command, in calling to mind the upbringing achievements of the OHP, stated that a disturbing phenomenon is occurring in Gorzow: those who wish to earn their professional qualifications and get their start in OHP face an employment shortage. Beata Nowak, a preschool teacher and scout activist, pointed out to the adults assembled that nothing should be imposed on young people tactlessly, without their prior knowledge. In the past few days, several classes were ordered to go to celebrations to fill up the hall. Jerzy Rzecholka, chairman of the ZSMP ZM-G [Municipal-Gmina Board] in Debno, reported on the initiatives that have been implemented by organizations in this community. Lech Kosiorowski, member of the KW Executive Board, noted that in discussing the national situation among youth, our opportunities and our fears, we must remember that both inside and outside our country there are interest groups, milieux and institutions that aim to divide our society. The campaign associated with certain "gifts" from abroad serves this purpose. Interest groups in various cliques also tend to divide the nation. This is where gaps are created between the party and society. We ourselves must eliminate these gaps.

Ryszard Grudzinski, a ZSMP activist from Miedzyrzecz, noted that services under the authority of the governor are torpedoing the initiatives of young people who intend to build their own homes. Katarzyna Szalkowska, a teacher and ZHP team leader, took issue with the often-encountered idea among adults that young people are either angry or emptyheaded. This is not true, she said. However, it is difficult to come to terms with adults, and even with teachers, or to carry on a serious conversation with them because they do not treat us as adults, as equals. Sylwester Kuczynski, commander of the ZHP troop

in Grozow criticized the report, stating that it lacks a satisfactory analysis of the status quo and its causes. Nor does it speak concretely and objectively concerning a material base for such activities as those of the scout organization.

Waldemar Sokol, chairman of the ZSMP ZW, alluded to Stanislaw Wlosek's address, stating that he was in total solidarity with him. He agreed with one of the discussion participants that one sees evidence of egoistic behavior by some member of the political and administrative apparatus. He likewise stated that currently, after several months of misunderstanding, relations with the ZMW are good. Jan Gralinski, chairman of the ZMW ZW Voivodship Board, presented a program of the organization's short-term plans. He also stated that the ZMW wishes to cooperate with all unions for the welfare of rural youth, rural Poland and the country.

Zbigniew Krol, chairman of the Resolutions and Motions Commission, presented a draft of a resolution. It includes tasks for party echelons and organizations, educational-upbringing institutions, youth organizations and the state administration, as well as a statement that the KW recognizes a WRN resolution dated 20 April 1982 as supplementing the results of yesterday's plenum, and he advises party echelons and organizations to implement this resolution. The resolution obliges the Executive Board to make a detailed analysis of recommendations emanating from the plenary discussion. This document was approved unanimously.

Summarizing the deliberations on the subject of youth, Florian Ratajczak, KW first secretary, stated that we must restore the faith of youth in systemic ideals and principles, return to good and accepted moral examples and ensure youth a share in all actions taken in their communities, institutions, schools and places of work. "We must not only speak of patriotism, but educate in the spirit of patriotism. We have nothing to hide," said Comrade Ratajczak. "We are showing reality as it is. It is a complex picture. But Poland is one socialist entity. And it is our fate to live in it and to be concerned over the happiness of man here." He also stated with satisfaction that youth organizations are working together more and more. He offered his best wishes on the occasion of the approaching Labor Day.

Concluding the deliberations, KW secretary Leszek Gocwinski gave a brief report on the activities of the KW Executive Board between the plenary meetings.

The plenum concluded with the singing of the "Internationale."

Plenary Resolution of Youth Developments

Zielona Gora GAZETA LUBUSKA in Polish 28 Apr 82 pp 1, 2

[Resolution of the PZPR Voivodship Committee [KW] in Gorzow on the Shaping and Development of the Socialist Awareness of the Youth of the Gorzow Voivodship]

[Text] The party recognizes the shaping and development of the socialist awareness of youth as one of its most important tasks.

The implementation of this task should lead to rebuilding of the confidence of youth in the policy and practice of the activity of the PZPR.

These tasks should be implemented in a systematic and comprehensive manner by means of laws, The PZPR KW in Gorzow directs the following tasks to be implemented in the near future:

I. In the Work of Party Echelons and Organizations:

1. To make comprehensive analysis of the youth problem in communities relating it to the contents of current party resolutions and documents and to make recommendations for current and future work.
2. To continue giving systematic help to educational-upbringing and cultural institutions and youth and social organizations in their ideological-upbringing activity.
3. In cadre policy, to make possible to a greater degree than formerly professional, social and political advances for persons who excel, are capable and hard working, taking into consideration the recommendations and opinions of youth organizations.
4. To make periodic evaluations of the results of the work of teachers, experts from socialized plants, instructors and teachers working with children and youth, especially party members who are responsible for the work of youth organizations.
5. To give special tutelage and instruction to party organizations active in educational and cultural institutions and youth organizations.

II. In the Work of Educational-Upbringing Institutions:

1. To strengthen the leadership role of party organizations in schools and educational-upbringing institutions.
2. To give more attention to the comprehensive implementation of ideological-upbringing tasks, to be concerned with the effectiveness and permanence of actions taken to shape socialist attitudes of children and youth.
3. To make periodic evaluations of the attitudes of employees in education and to utilize these evaluations in cadre policy and in the system of awards, distinctions and recognitions.

III. In the Work of Youth Organizations:

1. To bolster the socialist character of the activities of youth unions by committing the members of youth organization who are also party members to explain and disseminate party policy.
2. In program activity, to develop a sense of coresponsibility for the country's fortunes. To develop respect for work.

3. To effectively fulfill the role of spokesman for youth affairs, especially in matters of:

--learning, upbringing and professional preparation;

--a successful start in life and the resolution of living and material problems of the young generation.

4. All active party members in youth organizations and their leadership are obliged to participate actively in systematic political training, in all forms in which it is conducted by the PZPR.

5. The leadership of all youth organization echelons should analyze and evaluate the implementation of the resolutions, and direct any resultant recommendations to party organizations and echelons and use them in their own work.

IV. In the Work of the State Administration:

1. The POP's [Primary Party Organizations] working within the state administration are obliged to impart comprehensive assistance to youth employed in particular units.

2. By their attitude, party members should build the authority due an employee of the state administration.

3. To evaluate the attitude of party members, and to use these evaluations to make promotions.

4. All party organizations operative within the administration are obliged to undergo systematic political training in all of its forms.

The PZPR KW recognizes the WRN resolution dated 20 April 1982 on living, learning and working conditions of youth in Gorzow Voivodship as supplementing the results of today's plenum and orders party echelons and organizations to implement the resolution and to make periodic verification of its execution.

The PZPR KW plenum obliges the KW Executive Board to make a thorough analysis of the recommendations emanating from the discussion and to implement them according to their jurisdiction. Detailed recommendations will be prepared and transmitted to the interested parties.

PZPR KW in Gorzow

Gorzow, 26 April 1982.

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POZNAN PROVINCE PARTY ACTIVITIES NOTED

Executive Board 28 May Meeting

Poznan GAZETA POZNANSKA in Polish 31 May 82 pp 1, 2

[Article by ako: "Edward Lukasik Is New First Secretary of KW PZPR [Voivodship Committee] in Poznan: The Executive Board of the Party Voivodship Committee in Session"]

[Text] Last Friday [28 May 1982] there was a session of the KW PZPR in Poznan. It was attended by Wlodzimierz Mokrzyszczak, deputy member of the Political Bureau, secretary of the PZPR Central Committee, and the head of the Personnel Department of the PZPR Central Committee, Brig Gen Tadeusz Dziekan. They transmitted the decision of the Political Bureau of the PZPR Central Committee to recall Comrade Edward Skrzypkowski from the post of first secretary of the Poznan KW PZPR and appoint to this post Brig Gen Comrade Edward Lukasik. The former first secretary of the KW PZPR in Poznan, Edward Skrzypczak, has moved to a responsible post in industry.

The Executive Board accepted the resignation of Comrade Zbigniew Gabryel from the post of secretary of the KW PZPR, submitted at his own request, in connection with his transition to a post at the Manieczki PGR [State Farm] Combine.

The Executive Board resolved to convene a plenum of the KW PZPR on 2 June of this year, to discuss the topic of reports on the performance of the Executive Board of the KW PZPR as well as current problems of party work and organizational matters.

Next on the agenda, the Executive Board considered an evaluation of the discussions within the Poznan party organizations regarding the draft of the ideological-program declaration, "What Are We Fighting For, What Are Our Goals?"

These discussions were held at most of the basic party organizations, in some socio-occupational communities, and by the problem commissions of the voivodship echelon. Members of the ZSL [United Peasant Party] and SD [Democratic

Party] as well as many nonparty members were invited to take part in many open party meetings. Many of the comments positively assessed the decision of the PZPR Central Committee to submit the draft of the declaration to public discussion so that both party members and the public may be consulted about its contents. On assessing the course of this party and general discussion, it was found that one of its characteristic features was interest in the program contents of the declaration and emotional commitment of many party members. The discussions have of a certainty contributed to the interest in ideological problems and prompted greater activity among many basic elements of the PZPR, chiefly in the worker and rural communities. These discussions also demonstrated the party's recovery of its basic political, social and ideological functions in the individual communities.

Another notable aspect of the discussions was frequent departure from the text of the declaration in the direction of issues relating to the current life of the plants, the countryside and the communities. The recorded lists of comments and recommendations will be extremely helpful in everyday party activities.

The contributions made by the discussions within the party organizations so far point to major differences in views regarding both the form and content of the declaration and its audience. It is generally acknowledged that in the current political and social situation the party needs a document that would define concisely, lucidly and unequivocally the program for socialist construction in People's Poland. But it was noted that in its current version this document still does not provide a plane for undertaking a dialogue with the public, nor does it meet the expectations of party members. It fails to answer concretely three basic questions: What should be done? How should it be done? and, How is contact with the public to be gained? Thus, the current document must be revised on taking into account the comments and recommendations ensuing from the partywide discussions. In its final version, the adopted declaration should be in the nature of a political manifesto of the party addressed to the entire public--it must become a plane integrating all progressive forces in our country. Its practical content should be reduced to the outlining of comprehensive strategic directions of the further development of socialism in Poland.

Edward Skrzypczak's Farewell Statement

Poznan GAZETA POZNANSKA in Polish 31 May 82 p 1

[Text] In connection with my departure from the post of first secretary of the KW PZPR in Poznan, I wish to express my cordial thanks to all party organizations, elements, institutions, labor establishments and citizens of the city of Poznan and the voivodship, for their cooperation, assistance and goodwill.

First Secretary Lukasik Biography

Poznan GAZETA POZNANSKA 31 May 82 p 1

[Text] Edward Lukasik was born in 1926 in Wilkolazy, Lublin Voivodship, in a worker's family. He has a Master's degree in education. Since 1947 he has been a professional officer in the Polish Army. Currently he holds the post of deputy chief for political affairs--chief of the Political Board of the Air Force.

During the years 1969-1975 he was party committee secretary in the National Air Defense Forces [WOPK]. He also was repeatedly elected delegate to regular congresses of the PZPR.

At the Ninth PZPR Congress he was elected to membership in the Central Committee; in addition, he is a member of the Executive Board of the Poznan KW PZPR.

Poznan Party Plenum

Poznan GAZETA POZNANSKA in Polish 3 Jun 82 p 1

[PAP report: "The Plenum of the PZPR Voivodship Committee [KW] in Poznan"]

[Text] Yesterday the plenum of the KW PZPR was held in Poznan; it was devoted to the discussion of current problems of party work in Poznan Voivodship. Its deliberations, chaired by the first secretary of the KW PZPR in Poznan, Brig Gen Edward Lukasik, were conducted by, among others: Wlodzimierz Mokrzyaszczak, deputy member of the Political Bureau and secretary of the PZPR Central Committee, and the head of the Cadre Department at the PZPR Central Committee, Brig Gen Tadeusz Dziekan.

Wlodzimierz Mokrzyaszczak informed the members of the Voivodship Committee about the reasons behind the decision of the Political Bureau of the PZPR Central Committee to recall Edward Skrzypczak from the post of first secretary of the Poznan KW PZPR. His statement was discussed by some 15 persons among the participants. They presented the opinions, comments and feelings of party members and the work force of the labor establishments concerning the decision of the Political Bureau of the PZPR Central Committee.

The questions asked and doubts expressed in the course of the discussion were answered by Wlodzimierz Mokrzyaszczak and Tadeusz Dziekan.

The representatives of the central party authorities and plant organizations thanked Edward Skrzypczak for the large amount of work he contributed while exercising the functions of first secretary of the Poznan KW PZPR.

Next, the first secretary of the KW PZPR, Edward Lukasik, presented the main tasks of the Poznan party organization for the immediate future.

Accepting the decision of the Political Bureau of the PZPR Central Committee, the plenum adopted in this matter a resolution defining the attitude of the Voivodship Committee.

Party Officials at Local Government Meeting

Poznan GAZETA POZNANSKA in Polish 4-5-6 Jun 82 pp 1, 2

[Article by rog: "Assessment of the Performance of the Voivodship Administration"]

[Text] The Voivodship Office in Poznan yesterday was the scene of a party-official conference dealing with the assessment of the activities of state administration in Poznan Voivodship.

The Poznan Vice Governor Romuald Zysnarski spoke about new initiatives and forms of action by the voivodship administration at all levels, drawing special attention to the sphere of contacts between the [voivodship] offices and the citizen. He pointed to the positive accomplishments in this respect, but without concealing that the administration still faces many tasks as regards improving the style of its work, expediting its decisionmaking, and deepening its service role toward citizens.

In the name of the Executive Board of the KW [Voivodship Committee] PZPR, KW Secretary Bronislaw Steplowski rated as good and more efficient the activities of the administration. A decisive majority of officials at all levels exercise their duties correctly. The party does not intend to intervene in their activities, but it will evaluate and monitor them in the spirit of accord with public expectations, the law and the feeling of justice.

The plenipotentiary of the National Defense Committee [KOK], Brig Gen Piotr Przybyszewski, presented recommendations ensuing from observations by territorial observational groups [TGO's] and signals from the citizens. While stressing the overall efficiency of the administrative apparatus of Poznan Voivodship he drew attention to the shortcomings that occur in certain of its elements. He emphasized the necessity of greater consistency in implementing the decisions taken and the need to further strengthen labor discipline and legality--inclusive of absolute respect for the Administrative Procedures Code [KPA].

The discussion touched upon both the issues ensuing from the above-mentioned three assessments and the problems encountered by the administration in its day-to-day work. Among other things, the further settlement of questions of competences and the observance of the principle of publicity and consultation with regard to crucial decisions were postulated. These matters were mentioned in the closing address by Poznan Vice Governor Marian Krol, who stated that it should be of fundamental concern to every employee of the state administration to maximally meet the individual and collective needs of citizens in the spirit of respect for the state and social justice. Service to the public as

a function of government employees should always be borne in mind. Wherever shortcomings still exist and an improper style of work is observed, the situation should be remedied as soon as possible on the basis of broad consultations and public opinion.

The conference was attended by, among others: Brig Gen Edward Lukasik, first secretary of the Poznan KW PZPR; Tadeusz Zajac, chairman of the ZSL [United Peasant Party] Voivodship Committee; and Alojzy Bryl, chairman of the SD [Democratic Party] Voivodship Committee.

Lukasik at Meeting, WIEPOFAMA Plant

Poznan GAZETA POZNANSKA in Polish 8 Jun 82 pp 1, 2

[Article: "First Secretary of KW [Voivodship Committee] PZPR Among the Work Force of the WIEPOFAMA"]

[Text] Yesterday [7 June 1982] Brig Gen Edward Lukasik, first secretary of the KW PZPR, met with the work force and party aktiv of the WIEPOFAMA Special-Purpose Machine Tool Factory in Poznan.

After familiarizing himself with the operations of certain factory departments, directly at work stations, the KW first secretary met with the political aktiv of the WIEPOFAMA as well as with representatives of party organizations from jezyce [city-quarter] labor establishments. The meeting was attended by representatives of the local city-quarter party echelon, including the first secretary of the Poznan-Jezyce City-Quarter Party Committee, Janusz Zwozdziaik.

The participants in the meeting, which soon turned into a candid party debate concerning the problems of the party and the country, were welcomed by the first secretary of the PZPR Plant Committee at WIEPOFAMA, Roman Machowicz, who stressed, among other things, the unchanged Marxist nature of the party organization at WIEPOFAMA which perceives its basic aim at present to be the building of party unity and serving as the leading force in the Front of National Accord [FPN].

Gen E. Lukasik, KW first secretary, briefed those present about the current sociopolitical situation in the voivodship, stressing, among other things, the will to continue the political current political line of the voivodship party organization.

The KW first secretary was asked many questions and listened to many postulates concerning various fields of our social life as well as the factory courtyard at WIEPOFAMA. Several of the comments touched upon the issue of the observance of intraparty democracy. The KW PZPR first secretary took a position on all the issues raised.

At the end, the party aktiv at WIEPOFAMA expressed its attitude, which is as follows:

"The party aktiv at WIEPOFAMA responds with great satisfaction to the working meeting with the first secretary of the KW PZPR, Comrade Edward Lukasik. Together with the entire party, our party organization is living through both difficult moments and moments that inspire optimism and faith in the future.

"The recent decisions of the Political Bureau and the form of their implementation moved our work force and party organization. Hence, we value the declaration of the comrade secretary that he will approach the problems of the voivodship and working people in behalf of our interests and in consultation with us. We believe that the visit to the work force at WIEPOFAMA has familiarized the comrade more closely with issues that concern us and whose solutions we expect from the party's actions and personally from you, comrade secretary.

"We, on our part, shall assist you in political work--the party organization at WIEPOFAMA will exert every effort to make your activity a great stride forward on the path of building national agreement and surmounting the crisis in our country."

Party Meeting at Cegielski Works

Poznan GAZETA POZNANSKA in Polish 11-12-13 Jun 82 pp 1, 2

[Article by Kazimierz Marcinkowski: "The Appeal for a Worthy and Calm Commemoration of the Poznan Events of June 1956; PZPR Plant Committee Plenum in Cegielski"; portions within slantlines in boldface]

[Text] /On Wednesday 9 June, there was a plenum of the PZPR Plant Committee at the H. Cegielski Works, Poznan [HCP], attended by party aktiv from the larger labor establishments of Poznan. The topic of the plenum was the genesis of the crisis and the Poznan events of June 1956. Those taking part in the deliberations of the party meeting included representatives of voivodship and local party and administrative authorities: the first secretary of the PZPR Voivodship Committee [KW], Brig Gen Edward Lukasik; KW PZPR Secretary Maciej Olejniczak; Vice Governor Romuald Zysnarski; the chairman of the Municipal People's Council [MRN], Stanislaw Antczak; and the deputy mayor of Poznan, Zbigniew Kmiecik./

The deliberations were chaired by the first secretary of the HCP Plant Committee, Andrzej Komosinski, who, in his opening remarks, recalled the background and genesis of the June 1956 crisis, the workers demonstration in Poznan, directed not against socialism but against its deformations. We recollect these events primarily in order to infer from them conclusions that would assist in resolving problems of the present and exploring the paths toward the national accord.

Next, Gen Edward Lukasik, first secretary of the KW PZPR, took the floor.

/He declared that, among other things, adopting an unambiguous attitude toward the June 1956 events is an important issue to the entire voivodship party organization. The date of 28 June cannot serve as a pretext for prompting new dangerous tensions and manifesting disapproval of the actions of the authorities. Last year, after years of silence, there occurred a veritable explosion of studies, analyses and reconstructions of the June 1956 events, but it was dominated by a martyrological motif; the emphasis was on recollection and exposition of suffering and attempts were made to exploit this fact in the struggle against the party and the socialist state. But the expectations to produce a conflict between workers and their workers party, to make the then erected memorial a symbol of antagonism between the authorities and society, and the calculated turning away from socialism, must be nullified.

/The events of June 1956 should become a permanent element in public consciousness, as the speaker emphasized. Further comprehensive scientific studies of this topic are needed. We wish to explore in depth the causes of the Polish crises. One thing is certain now: If Polish workers took to the street, it was not in order to combat socialism fight socialism but in order to fight for socialism, for a real presence, in the life of the Polish people, of socialist ideals of social justice, respect for the law, and condemnation of all anarchy, willfulness and distortions of these ideals. Hence, today in Poznan we are against anything that divides us. What is needed is not unity of some against others but unity in striving toward a common goal. That goal had already been defined by Polish workers 100 years ago.

/We particularly need at present accord and unity of action along with the will to repair and to build wisely and patiently. These characteristics are in the blood of workers. Unity of action, calm and patience are indispensable characteristics for labor establishments, for factories. There is no room here for internal emigration, for demonstration of feelings of injury and frustration. Hence the awareness that, in the final analysis, everything depends on the working people will be the basis for building all agreements in our country. If we ask what agreement is meant and between whom, then we are primarily asking about the place which will be occupied in that agreement or accord by the interests of the working class. Such were the concluding remarks of the first secretary of the KW./

Most of the plenum was devoted to comments by Cegielski Works workers who were direct participants in the June 1956 events. They described not only their personal experiences but also the socioeconomic background of the crisis which led workers to take to the street.

Comrade Jozef Jankowski, a man with a 42-year seniority record at the Cegielski Works, had been at the time a member of the delegation which brought the postulates of HCP workers to Warsaw. He spoke of the tremendous pressure brought upon the delegation. "We were aware that if our mission were fruitless then the work force would take to the street." On 28 June, the delegation work force marched to the Poznan Castle, the seat of the presidium of the MNR. By the time it had returned to the plant, the events on Poznan's street went out of control. At that time, however, in 1956, the party organization at Cegielski emerged purified and strengthened from the severe

trial. At present, this process takes its course under more difficult circumstances. Attitudes and views are being swayed and there is lack of an unambiguous partyminded attitude, especially among persons who, in view of the positions they hold in plant management and engineering supervision, have considerable influence on the attitudes and views of the people.

The genesis of the June 1956 events was touched upon in the fervent and deeply personal speech of Comrade Jan Kepa, an employee of the Locomotive and Car Factory (W-3) where the workers' protest had originated 26 years ago. "At that time, taking to the street, we did not realize the full consequences of that step." Even before the Cegielski workers had returned to the factory, the situation had moved out of control and crowd psychology began to reign on the streets. In order to grasp the truth of the impropriety of such forms of protest, the working class had to travel the path of maturation, of arriving at the selection of such forms as would not endanger human life and our common accomplishments. At present, work and work alone is the sole way out of the crisis--provided, however, that what we create jointly with our work will be distributed honestly--so emphasized Comrade Kepa. The success of our efforts will depend on the strengthening and consolidation of the party, on the attitude of every PZPR member, on his decisiveness of his ideological views, and on his identification with the line of action selected at the Ninth PZPR Congress.

The need to explore the whole truth of the Poznan June 1956 was also discussed by Stanislaw Kalkus, a Cegielski worker from W-9 and member of the PZPR Central Committee. Those who had a year ago erected the memorial, which was to symbolize unity, also included some who falsified history. For after all, what is that memorial to commemorate? Had the manifestation ended at 1030, had the Cegielski workers returned to work then, there would have been no need to erect the monument, and there would have been no victims. But today let that monument be indeed a symbol of unity and political common sense of our society.

From among the Cegielski workers the floor was also taken by the veteran of the workers movement Konstanty Murawski, party member for 50 years, ever since the days of the KPP [prewar Communist Party of Poland]. During the June 1956 events he was in the ranks of the Militia [MO]. The comments by this man who became an adult at age 14 when he had begun to work in a factory and who later, like many other workers and their sons, put on a militia uniform, testified to the profound drama of those days when the conflict ensuing from social injustice, from the isolation of the party leadership from the masses of the membership, placed in opposing ranks people who never should and never want to aim weapons against each other. Comrade Murawski stated that at present the most important issue is to rally round the Marxist party--and this means not only party members but the entire public. Similarly, the name of the monument should be associated with unity rather than with division.

Joining the discussion, the first secretary of the KW PZPR, Comrade E. Lukasik, stated that the comments made during the plenum are an important contribution to a fragment of our modern history. They offer an important conclusion:

that forces hostile to socialism always join in workers' protests. In this context, the importance of the decisions which had on 13 December of last year averted a tragedy on an unimaginable scale becomes particularly obvious. Even now, as well, the striving toward a national accord should not overshadow the existence of antisocialist forces supported by foreign inspirers and their funds. The awareness of this fact must be a concomitant of everyday party activities, of the struggle for national accord conducted alongside the struggle against the political enemy.

The Wednesday plenum took a position regarding the commemoration of the 26th anniversary of the Poznan events of June 1956.

/The party aktiv at HCP and the larger labor establishments in Poznan support the initiative of the MRN councilmen from HCP and the Rolling Stock Repair Plant [ZNTK] concerning the establishment of an Interplant Public Committee for Commemorating June 1956, voiced at the 27 May [1982] MRN session, and turns to the voivodship and municipal authorities for assistance in implementing this initiative. It also appeals to the voivodship authorities for the publication of a work dealing with the events of 1956--a publication free of emotion and based on historical facts, in order to spread the truth about these events.

/The aktiv states that the Jednosc [Unity] Monument and other tablets commemorating those events which had been erected through common effort on the 25th anniversary of those events, are being exploited by some people to antagonize society against the authorities and the workers party. The party aktiv is opposed to these attitudes and to the actions of those people. The monument and tablets commemorating the events of 1956 should become a permanent symbol of national reconciliation and accord in the striving to fulfill the lofty ideals of socialism for which workers invariably struggle and will continue to struggle, rather than a way of sanctifying hostility and disapproval toward the actions of the authorities.

/The aktiv gathered at the plenum acknowledges the June [1956] actions of the workers of Cegielski and other Poznan labor establishments as a protest and a reminder to all that socialism must be built for and by the working people. Failure to observe this principle leads to deformations.

/The aktiv supports social justice, equal rights for all, an authentic democracy, astute economics, and truth and justice. This is expressed in the program of the Ninth Congress and the Resolution of the Voivodship Program Conference of the PZPR. This is also confirmed by the declaration of the first secretary of the PZPR Central Committee, Comrade Wojciech Jaruzelski, and the successive plenary resolutions of the PZPR.

/The party aktiv gathered at the plenum in HCP appeals to all inhabitants of Poznan and the voivodship for a worthy and calm commemoration of the 26th anniversary of the events of June 1956./

The deliberations of the plenum ended by singing "The International."

Executive Board 11 June Meeting

Poznan GAZETA POZNANSKA in Polish 14 Jun 82 p 1

[Article by ako: "Intraparty Information; Activities of Regional Party Work Centers (ROPP); Deliberations of the Executive Board of Poznan KW [Voivodship Committee] PZPR"]

[Text] Last Friday [11 June 1982] the Executive Board of the KW PZPR in Poznan held a session.

The Executive Board assessed the performance of the internal information system in the voivodship party organization. It was found that in recent months considerable progress has been made in that field. In the area of Poznan Voivodship, the related activities were based on the editorial, publishing and disseminating facilities of the Information Section of the Propaganda Department, the coordinating activities of the ROPP, and organizational activities directly assigned to basic party echelons.

The section drafts daily several versions of "Information Service of the KW PZPR." In addition to its own materials from the voivodship, it publishes material telexed from the PZPR Central Committee, such as "The Current Economic-Political Situation in the Country," and "Telexed Intraparty Information." Also published are the special "Information Service for Plant Radio Stations" and, as a new publishing project, issues of "Political Documents of the KW PZPR." A permanent and verified form of publication is the BIULETYN KW PZPR [Bulletin of the KW PZPR]. These service publications are complemented with numerous brochures and the separate publications by discrete echelons.

Comments so far indicate that the degree of the saturation of individual basic echelons with information is adequate. The management of these echelons as well as the aktiv directly working with them even report an overabundance of information. But the prompt dissemination of all that information to rank-and-file party members still remains a problem, especially in rural POP's [primary party organizations] and in small POP's and OOP's [branch party organizations] within the municipality of Poznan.

The Executive Board drew attention to the need to attach equally high importance to the functioning of both directions of information transmission, "from the top down" and "from the grassroots to the top." It is exceptionally important to draw proper conclusions from the "grassroots" information and to react swiftly and correctly to it.

The recommendations adopted provide for turning to the central authorities for the allocation of increased material and financial resources serving to streamline and expand the scope of information activities. In addition, it was recommended to the basic party echelons that they develop a broader range of methods of political work, especially at rural organizations and small enterprises, to equalize the level of saturation with intraparty information. The Executive Board resolved to revise the current system for

circulating information within the voivodship party organization. The related proposals will be drafted in the very near future.

As another item on its agenda, the Executive Board familiarized itself with the activities of the ROPP in Poznan Voivodship. Nine ROPP have been established on the area of our voivodship in March 1982. Their experience so far does not warrant a broad assessment of their activities; they still are working to develop their own forms and methods of work, and it is too early to perform an in-depth analysis of their activities so far. Nevertheless, it was recognized that their development should be thoroughly monitored from the very beginning so that early remedial measures may avert eventual mistakes in the future. So far, the activities of these centers are chiefly oriented to provide all kinds of assistance to local echelons--support in the organization of meetings, procurement of lecturers, conduct of information and propaganda activities, provision of instruction in the conduct of documentation, analyses of the topics and frequency of meetings and training sessions.

Next, the Executive Board was informed about the current activities of the Voivodship Party Control Commission.

Lukasik Meeting With School Aktiv

Poznan GAZETA POZNANSKA in Polish 17 Jun 82 pp 1, 2

[Text] On 12 June of this year the first secretary of KW [Voivodship Committee] PZPR in Poznan, Edward Lukasik, met with the higher school [university and college] presidents and first secretaries of party organizations in Poznan.

During the meeting, current problems of educational and upbringing work were discussed. Considerable attention in the discussion was devoted to problems of material facilities, housing conditions, and financial problems of the higher schools.

CC Secretary Milewski at Youth Meeting

Poznan GAZETA POZNANSKA in Polish 17 Jun 82 pp 1, 2

[Article by nicz: "A Real Program Is Needed; Miroslaw Milewski, secretary of the PZPR Central Committee, Met With the Poznan Youth Aktiv"]

[Text] The party organization and youth unions continue their preparations for the Ninth Plenum of the PZPR Central Committee, which will consider issues relating to Polish youth. Throughout the country, meetings of the youth with PZPR Central Committee members are taking place so that the opinions of young people can be presented during the deliberations.

Yesterday [16 June 1982] at the House of the Party, Miroslaw Milewski, member of the Political Bureau and secretary of the PZPR Central Committee, met with

the youth aktiv of the Poznan Voivodship. Those present included members of the Union of Socialist Polish Youth [ZSMP], the Socialist Association of Polish Students [SZSP], boy scouts, representatives of the Wielkopolska Rural Youth Union "Wici" [ZMW "Wici"), and former youth movement activists. The meeting was also attended by: the first secretary of the KW [Voivodship Committee] PZPR, Gen Edward Lukasik; the plenipotentiary of the National Defense Committee [KOK] Gen Piotr Przybyszewski; the Poznan governor, Marian Krol; and the chairman of the meeting, the chairman of the Voivodship Board of the ZSMP, Zefiryn Grabski.

The secretary of the PZPR, Mirosław Milewski, declared in his opening remarks that the preparations for the plenary deliberations of the Central Committee have long been under way. It is the intention of the party leadership to learn the opinions of discrete youth communities so that the plenum's agenda correspond to social needs and the resolutions adopted satisfy not just the rising generation but the entire society.

The speaker warned, however, against excessive optimism. The plenum is not a miracle worker and cannot solve all the problems of young people that have become ripe over the years. A modest program, not as inflated as in the preceding years but at least realistic, has to be drafted.

The secretary of the Central Committee further declared: "Many resolutions concerning the youth have been adopted in recent years, but they were not implemented. This did not strengthen the credibility of our actions. We responded with great hopes to the resolutions of the Ninth Congress, but the party was not permitted to translate them into reality. It was not possible to bring everyone to reason so as to rescue the country from the crisis through common effort. The decision of 13 December [martial law], which placed a dam in the path of the counterrevolution, was indispensable. This painful decision was adopted not with the object of saving positions; it saved our country from a civil war."

The speaker further presented the current political and social situation of the country; he also discussed the draft of the program for a gradual three-stage emergence of the country from the economic crisis. For this draft to be implemented, the active participation of the rising generation is needed.

In the discussion, the participants in the meeting presented the principal concerns of the rising generation. Wojciech Florczyk, an employee of the HCP [Cegielski Works, Poznan], discussed a variety of issues concerning not only Cegielski's work force but the entire rising generation. He drew special attention to social problems and living conditions as well as to the conditions for getting a start in life. The thorny path of young people toward housing of their own was discussed by Jerzy Pietrzak on the basis of the activities of the Patron's Housing Headquarters in Oborniki. The young farmers, Zenon Kempa of Steszewa and Marek Matysiak of Pobiedziska Gmina, postulated the need to broaden contacts between the central authorities and the urban and gmina public and discussed methods of the distribution of means of production in the countryside.

The discussion participants found that it is necessary to reform cadre policies; they also touched upon aspects of the upbringing of the rising generation and its participation in the administration and comanagement of the country.

The Central Committee secretary thanked the young Poznan people for the candor of their comments during the meeting. Their suggestions shall be transmitted to members of the PZPR Central Committee prior to the deliberations of the plenum.

In the afternoon Mirosław Milewski, accompanied by the first secretary of the KW PZPR, Gen Edward Łukasik, also met with members of the Presidium of the ZSMP Voivodship Board in Poznań, as well as with the voivodship authorities of the SZSP, Association of Polish Scouts [ZHP], and ZMW "Wici."

1386

CSO: 2600/733

TORUN VOIVODSHIP PARTY MEETINGS HELD

Organizational Decisions

Bydgoszcz GAZETA POMORSKA in Poliahs 30 Mar 82 p 2

[Article by TW]

[Text] During the disucssion of the preparations for the celebration of the May holiday, the Executive Board stressed the particular significance of this year's celebration. This year the holiday coincides with the celebration of the 100th anniversary of the Polish workers movement. In the tradition of previous years, there will be a meeting of politcal authorities with veterans of the workers movement, and the signing of the roll of meritorious citizens. In Torun, the May Day parade will travel through Nowicki St, as it did last year. The Executive Board has appointed as the chairman of the honorary voivodship May Celebration Committee the first secretary of the Voivodship Committee [KW] of the PZPR, Comrade Edmund Heza. The secretaries of the KW, comrades Edwin Puchala and Leon Krynski, will head the commission for the implementation of the program of celebrations.

During further deliberations, the Executive Board conducted an evaluation of the performance of the consultatory-mediating commission for party organizations active in the Torun party environment and, finding the actions of the commission inconsistant with the PZPR Statute, has decied to dissolve the commission. With regard to the matter of the Rzeczywistosc [Reality] Club and the Sociopolitical Free University [WWSP], a resolution directed to the PZPR Univeristy Committee at the University of Copernicus recommended that the committe conduct an independent evaluation of the political line represented by those clubs. A desideratum stressing the need for a piercing political analysis of the activities of the Dzwignia [Lever] Association was also made during the deliberations.

The Executive Board acknowledged the fact of the dissolution of the Iskra [Spark] Party Forum; the Iskra Club was similarly dissolved. The Executive Board conveyed its appreciation to the members of the forum for their attitude and loyalty to the ideals of the party, and expressed its conviction that they will utilize their knowledge and experience working with the Ideological Department of the KW PZPR and in the implementation of initiatives originating from the various basic units within the party.

Also discussed was the activity of the Grudziadz team of party initiatives. The Executive Board approved the functioning of the team as a commission of the KM [City Committee] PZPR in Grudziadz. In consideration of the needs of the environment, the board requested that city echelons in Grudziadz consider the possibility of establishing an interenvironmental open party club.

The Executive Board, in continuation of the initiatives born during the deliberations of the Ninth Extraordinary Party Congress, appealed to party members and the community of the Torun voivodship to erect a monument commemorating those who had died in the fight for the consolidation of the people's authority.

The appeal reads: "The Executive Board of the KW PZPR in Torun approved with approbation the initiative of the group of veterans of the labor movement and the party activists, who, on the anniversary of the Polish Workers Party, initiated a collection and the first contribution to the fund for building a monument commemorating those who died in the fight for the consolidation of the people's authority. The Executive Board appeals to the citizens of Torun Voivodship, and especially to party members, for support of that noble initiative.

Audit Commissions' Aktiv Conference

Bydgoszcz GAZETA POMORSKA in Polish 30 Mar 82 p 2

[Article by tes]

[Text] A regional working conference of the aktiv of party audit commissions took place yesterday in Torun for the voivodships of Torun, Wloclawek, Olsztyn, Ciechanow, and Elblag. The chairman of the Central Audit Commission, Kazimierz Morawski, participated in the conference. Present also were the First Secretary of the KW [Voivodship Committee] PZPR in Torun, Edmund Heza, and the KW secretary, Leon Krysinski.

The purpose of the conference was to analyze the feasibility of conducting more active party control-audit activities on all levels. The participants in the conference shared their experiences and arrived at the conclusion that besides the control functions, the commissions ought, inter alia, to develop greater preventing activity and assist the party echelons in the implementation of their resolutions. Also pointed out was the need to divide the audit commissions into control teams that would encompass the regional area centers for party work. Such a division has already been conducted in Torun.

Meeting on Trade, Field Work

Bydgoszcz GAZETA POMORSKA in Polish 2-3-4 Apr 82 p 2

[Article by T WLAD]

[Text] Yesterday's [1 April 1982] deliberations of the Executive Board of the KW [Voivodships Committee] PZPR in Torun were devoted to several topics, including an evaluation of trade functioning, the preparations of farmers for spring

field work, an analysis of the implementation of suggestions directed to party echelons and the work of the POP [Basic Party Organizations] in health service facilities.

Prior to the meeting, members of the KW Executive Board visited some stores and compared their performance with stores in the neighboring voivodships. Presenting their observations, the members pointed out the existing disproportions significant supplies of vegetable oils and food concentrates that are scarce in Torun Voivodship. There are also certain differences in the method of control of some merchandise. It was concluded that the supply situation could improve in the stores of the voivodship, providing there were better operation of trade enterprises and increased effectiveness in the persons responsible for supplies and sales of unregulated perishable goods. The ineffectualities in the functioning of the internal trade controls were also noted.

The Executive Board heard about the information on farm preparations for the spring field work. Fifty percent of the sowing has been completed. There are also good prognoses for potato producers. Problems remain, however, in the area of equipment and farm machinery. As a result of the lack of tires and batteries there are 990 idle tractors in the state units. Individual farmers are unable to put 600 tractors to work for the same reasons. A suggestion was made to widen the area of activity of Agricultural Circle Cooperatives [SKR] and entrust them with repair and maintenance of equipment belonging to individual farmers.

While evaluating the POP in health services, it was concluded that following a period of stagnation in that 850-member organization, the activity of the POP has increased; nonetheless, further organizational and political assistance is indispensable, especially for those POP that have registered a decrease in membership, i.e., the Kopernik ZOZ [Health Service Team] in Torun, the Voivodship Hospital, the ZOZ in Golubnie-Dobrzyn. It was stressed in the concluding recommendations that the POPs ought to have more influence on the cadres policy of the ZOZ, and create a more effective sense of discipline and professional responsibility.

Meeting on Plant Programs

Bydgoszcz GASETA POMORSKA in Polish 16-17-18 Apr 82 p 2

[Article by T WLAD]

[Text] There are some fields of production on which depend, to a great extent, the fulfillment of the most pressing needs of the country. Numerous key enterprises operate on the basis of operative programs that are capable of determining the most immediate needs in agriculture and feeding, health protection, and the supply of clothing and shoes for children and youth; these programs also involve an important sphere of exports, transport and communal economy. The programs not only focus on the tasks, but also clarify the needs, of enterprises and the feasibility of supplying them with basic raw materials and products.

The last meeting of the KW [Voivodship Committee] PZPR was devoted, among other things, to the evaluation of the procedure, implementation and execution of the operative programs of key industrial enterprises, and also to the issue of participation by the enterprise party organizations in these programs.

The percentile of production that is included in the above-mentioned programs depends on the totality of the activity of an enterprise. The URSUS Mechanical Equipment Works has the highest--100 percent participation of production in the program; the EMA-APATOR [Pomeranian Electric Apparatus Plant] and Towimor [Torun Ship Equipment Works] have 95 percent; the Torun First Aid Supply Works, over 92 percent; AGROMET-UNIA [Agricultural Machinery Factory in Grudziadz]--78 percent; and the Pomeranian Foundry and Glazing Plant, over 75 percent.

Nevertheless, it would appear that in spite of existing agreements on provisions of raw materials and supplies, there are still significant fluctuations in the area of deliveries; for example, in the Torun SPOMASZ [Torun Equipment Works], lack of transmission belts, bearings and engines, prevents forwarding completed machinery to customers. Unfortunately, there are also reservations about the work of plenipotentiaries, who, instead of assisting in the elimination of obstacles and assurance of provisions, attempt to convert their responsibility to the passing down of recommendations and control.

The implementation of economic tasks is tied by necessity to the active cooperation of party organizations. It is the duty of party organizations to properly prepare the work force, to expurgate the issues for the implementation of the reform and to create the atmosphere of work leadership by the party members. An example of such activity was noted in the work of POLCHEM [Torun Inorganic Industry Works]. The party organization of ELANA [Synthetic Textile Works] was acknowledged to devote a lot of attention to propaganda and information activity.

The Executive Board pointed out the need for intensive assistance from the Voivodship Administration and the Voivodship Team for Economic Reform, the necessity of undertaking party initiatives and endeavors that would assure higher productivity, better utilization of productive capacities and the development of motivational factors instrumental in the increase of work efficiency. The Executive Board also resolved to constantly inform the Economic Department of the Central Committee about the problems and experiences in the implementation of the operative programs. In order to facilitate access to sources of supplies, it is necessary to pay closer attention to more correct cooperative linking of enterprises; access to supplies is the fundamental prerequisite of fulfilling current tasks.

The remaining part of the deliberations by the Executive Board was devoted to an evaluation of the preparations of the Torun voivodship for the celebration of the 1 May holiday, and to the next plenary meeting of the KW PZPR which will address the problems of the young generation.

Party Meeting on Tasks

Bydgoszcz GAZETA POMORSKA in Polish 22 Apr 82 p 1

[Text] A meeting on the tasks of party work in the current political-social situation took place yesterday [21 April 1982] in Torun. The first secretary of the KW [Voivodship Committee] PZPR, Comrade Edmund Heza, and the first secretaries of the basic party echelons, as well as the chairmen of the party Control Commission and the Audit Commission participated in the meeting. Particularly stressed were the need for implementation of the resolutions of the Ninth Party Congress and the Eighth Plenum of the KC [Central Committee] and the continuation of discussion on the ideological declaration "What we are fighting for, where we are going."

Also yesterday [21 April 1982] in Torun, the voivodship Party Control Commission convened a plenary meeting in which participated the first secretary of the KW PZPR, Comrade Edmund Heza and Comrade Wlodzimiera Sak, the director of the Presidium Bureau of the CKKP [Central Party Control Commission]. Representatives of the institutions closely cooperating with the WKKP [Voivodship Party Control Commission] also participated in the meeting.

The deliberations were devoted to discussion on the role of party organizations in implementation of the resolutions of the Seventh Plenum of the KC and to the resulting tasks for the commission of party controls in Torun Voivodship. Other issues addressed include: evaluation of the activity of basic party organizations; the functioning of horizontal structures (critical evaluation); and, cooperation and support for efforts of echelons aiming at the improvement of discipline and the cleansing of party ranks.

In the recent period, the WKKP in Torun has received 49 cases, out of which 31 were directly sent to the voivodship commission. The commission has already reviewed 27 cases; in the 25 cases involving violation of the statutory principles, the commission pronounced a decision of expulsion from the party ranks.

Party Plenum on Youth

Bydgoszcz GAZETA POMORSKA in Polish 26 Apr 82 pp 1, 4

[Article by Jas]

[Text] The consecutive plenum of the KW [Voivodship Committee] PZPR in Torun on Saturday [24 April 1982] was devoted to youth, particularly to the issue of determining directions of action for resolving the most essential problems of the young and of socialist upbringing. Preparations for that important topic (more than one half of Torun Voivodship's population has not yet passed the age of 29) had already begun last October. The proposal to discuss the conditions of life and the occupational start of the younger generation was accepted as early as last October, during a session of the KW PZPR. The discussions took place then in the party echelons and in the party organizations. Fifty various analytical materials were produced as a result of those discussions.

The results of polls and surveys conducted in the voivodship by youth organizations are an additional source of information. The only failure was by the Voivodship Office which was supposed to prepare by 31 December 1981 a report on the conditions of life and the vocational start of youth. Unfortunately, the report is still not ready. A presentation during the plenum by Karol Szczygiel, vice governor of Torun Voivodship, has partially compensated for the lack of the report.

Participating in the plenum's deliberations besides the members of the voivodship echelons of the PZPR were: Gen Zdzislaw Ostrowski, the plenipotentiary of the KOK [National Defense Committee]; Alojzy Tujakowski, the chairman of the WRN [the Voivodship People's Council]; Krystyna Swider, the secretary of the ZG ZSMP [Main Board of the Polish Socialist Youth Union]; secretaries of echelons and selected party organizations, and representatives of youth organizations.

Edmund Heza, the first secretary of the KW PZPR chaired the deliberations; Edwin Puchala, a secretary of the KW, presented on behalf of the Executive Board the introductory report.

In the analysis of issues of upbringing, the report directed particular attention to the functioning of the socialist school. Drastic shortcomings in the so-called local basis and deficits in the qualified teachers cadre (especially in rural areas) prevent schools from reaching the expected results. The weaknesses of the upbringing system include most of all, shortcomings in civic education, historical and internationalist education and in democratic upbringing. Proof of failure was in the emergence of anarchistic youth groups; although they were not numerous, the very fact of their existence must lead to some reflexive thoughts. The weaknesses of the upbringing system, in conjunction with negative social phenomena, and with political and social crises, contributed to a duality of evaluation of both the system and such concepts as the social justice, egalitarianism, and democracy, among our youth.

The conditions of the life and professional start of youth have an equally important influence on the appearance of these negative phenomena. It is sufficient to say that of the 153,00 of the voivodships' young families, 38,000 lack separate housing. Over 4,000 children await a space in kindergartens and care centers for small children. If we add to this the relatively low salaries of the young and their higher needs, then we receive a picture of the troubles which face our young families. The vocational preparation of youth is very often wasted. The fundamental reason behind frequent job changing is in the practice of employment outside one's learned profession and in nonfulfillment of expectations for advance, work conditions, etc. At the same time, as the study of selected work places indicates, the programs of socio-professional adaptation in the workplace were being formulated intuitively rather than on the basis of real needs. Enterprise management and party organizations must draw conclusions from this statement.

The numbers on the percentage of youth representatives who participate in the self-government are meaningless when applied to the realization of the political and social aspirations of youth through inclusion in public life. The numbers are meaningless because what matters is the process of representation, not the

numbers. Actually, the socioexistential commissions in the workplace and the citizens committees of national restoration are a chance for youth to have an impact on the direction in the process of socialistic renewal.

The report included an evaluation of the situation in youth organizations--ZHP, ZSMP, ZMW, and SZSP. Each of these organizations suffered significant losses in their membership. The struggle for political awareness and the consciousness of youth still continues. In the youth environment, efforts are still undertaken to create hostility against the party; advantage is being taken of the energy and lack of political experience among youth and is directed against the principles of the system. Therefore, it is most essential that the party retains its influence in every youth milieu. The road to it is through dialogue and discussion, through building of ideological bonds with youth. The party shall fulfill its leading role with regard to youth organizations by the maintenance of and respect for the principles of partnership and self-government.

The report formulated a number of questions. Many questions were provided by the discussion. The following took the floor in discussion (in order): Ignacy Izydorczyk, a school director in Gronow; Hanna Lewandowska, POP Secretary in STOMIL [Grudziadz Rubber Industry Works]; Jerzy Mosakowski, first secretary KG [Gmina Committee] in Obrow; Tadeusz Dabrowski, member of the Executive Board of KW PZPR; Wieslaw Dudzinski, OHP [Volunteer Labor Brigade] Commandant; Zenon Kufel, first secretary of KG in Lasin; Karol Szczygiel, deputy governor of Torun; Zbigniew Mariak, ZW [Voivodship Board] ZSMP chairman; Andrzej Kowalczyk, secretary of the party committee at the University of Kopernik; Edward Czerniakowski, KM [City Committee] PZPR Secretary in Grudziadz; Henryk Dorski, chairman of ZW TKKS [Society for Promotion of Secular Culture]; Adam Musielewicz, Commandant of the Torun unit of the Polish Scout Union; Gen Zdzislaw Ostrowski, KOK [National Defense Committee] plenipotentiary; Jan Przeczewski, POP Secretary of AUTOWARNAP in Grudziadz.

We shall return to the problems signaled in the discussion and to the content of the passed resolution in another article.

9952

CSO: 2600/619

'PAP' INTERVIEWS YOUTH GROUP OFFICIALS ON NINTH PZPR PLENUM

ZSMP Army Chief Rzepecki

Warsaw TRYBUNA LUDU in Polish 29 Jun 82 p4

[Interview with Major Tadeusz Rzepecki, deputy chairman of the ZSMP Main Board and chairman of the Polish Army Youth Council, by Marek Kwiatkowski: "We Are Part of the Younger Generation"]

[Text] We are talking with Major Rzepecki about the social activity of young people in army uniforms and their undertakings in the period prior to the Ninth Plenum of the PZPR Central Committee. The reporter conducting the interview is from the PAP.

[Question] The Ninth Plenum of the PZPR Central Committee will undoubtedly be an important event in the life of the party, an event of great significance to the activity of the youth movement. The problematics of the upcoming plenum is also awakening a certain interest among army youth.

[Answer] For understandable reasons, the issues of a start in life and professional advancement, the younger generation's long-range prospects and its role in the life of the society are of interest to young people in uniform. We are part of the whole younger generation, and these issues are also our issues. The period leading up to the Ninth Party Plenum is a period of vibrant organizational activity in the army's ZSMP. During numerous meetings and talks, the military community has been familiarized with the situation in the youth movement. There was also comprehensive information concerning the party and government activity undertaken and planned in the realm of the problematics which have an impact on young people. For example, there was talk about new rights for military personnel resulting from the Council of Ministers resolution on military service, the minister's command on furloughs for married soldiers, and so on. Because of the presentation of the facts and aspirations in this area, the discussion did not focus only on issues of social and living conditions. In keeping with the intent of the PZPR Central Committee, we also took a very active part in the discussion on the

hypotheses underlying the Ninth Plenum. The title is "Young Co-creators of Socialist Poland and Conditions for Their Own Development." Here too the discussion went beyond problems strictly related to the army. For example, emphasis was placed on the need to step up efforts in the realm of patriotic-internationalist moral training and close relationship in this area on the part of the school, the place of employment, the youth organization, and the army. An important element of this moral training is historical education. Reference here was made to the army ZSMP's efforts already made in this area. We are constantly improving our program of historical education in which all ZSMP units will help carry out, from the circles to the youth council. A movement of groups interested in Poland's most recent history is also coming into being in the army.

An important current in the discussions concerned the problems of the proper dissemination of Marxist-Leninist knowledge and the authentic translation of the principles of socialism into reality. For example, the necessity of restoring the value of work was emphasized. It is the opinion of the members of our organization that work, its effects, and the attitude toward it should be a decisive factor in the vocational advancement of young people, rather than age.

[Question] The need for independence is an essential need of the younger generation. What sort of significance does "independence" take on with regard to the specific conditions under which ZSMP operates in the army?

[Answer] Under the new "Principles of Army ZSMP Operation" adopted last November there is also the concept of independence. Here I should also like to mention the recent changes made in the structure of our organization. The youth councils of the army, the military district, and so on are statutory bodies. The ZSMP conference's role in the armed forces has increased, and it establishes the operating principles and program. These are statutory assurances of our independence. On the other hand, the framework of this independence consists of two facts: as soldiers we are bound by the principle of individual leadership. Operating in the army we serve its issues. Our independence therefore is intra-organizational independence, without which the army youth organization could not be a partner of any real profile in party organization and leadership groups. Practically speaking, there is no major issue in the life of the soldier groups on which we would not lend our opinion.

[Question] What sort of expectations do army ZSMP members have of the Ninth Party Plenum?

[Answer] Army youth has a great feeling of the situation in the country, so we do not expect rapid, basic changes or the immediate solution of the problems of the younger generation as the result of these sessions. On the other hand, we expect the plenum to be an important impulse to initiate the extended process of comprehensive efforts on youth problems.

SZSP Leader Sawic

Warsaw SZTANDAR MLODYCH in Polish 8 Jul 82 pp 1,2

[Interview with Tadeusz Sawic, chairman of the Supreme Council of the Socialist Union of Polish [College] Students [SZSP], by PAP reporter Wojciech Kazmierczak, prior to the approaching PZPR Central Committee Plenum devoted to problems of the younger generation: "'Gimme' Attitude Unacceptable"]

[Text] [Question] The community of college students is a most varied group of young people. Can the attitudes of college students towards the country's sociopolitical reality be somehow characterized?

[Answer] There are essential attitudinal differences from one student to another. Actually, this was the way it was before 13 December of last year too. After all, up to the moment that martial law was introduced, SZSP operated in the student community. NZS [National Students Association?] gained a lot of followers. There were also a number of small organizations which often operated on only a single college campus. This organizational pluralism was only external, a very superficial manifestation of the internal differences in the group.

We are presently dealing with the disintegration of the community, the individualism of attitudes, and also political awareness often based on common stereotypes and romantic slogans rather than on comprehensive knowledge of history.

Despite everything that I have said, however, it would be a mistake not to notice that within the student community there is a potential of intellect and energy. On the other hand, it is immobile. Today one of the central problems of the work of the organization and the institution of higher education is how to set that potential in motion for social action.

We need to consider how to get students interested too in what is going on in politics. It is untrue that there is no such interest in the groups of people in that community. A large proportion of students also are fully aware of their needs and interests if only in the material sphere. The barrier we need to break down is the barrier of distrust and passivity. And this is just the task of the student organizations.

Of course, we should not be too optimistic in counting on a drastic increase in activity, although there has been success in breaking through the aversion to organizational structures. After all, even when NZS was in operation, less than 30 percent of the students betrayed a desire to act. Now, objectively, this group of people is bound to be smaller, mainly because of the more severe rigors of college-level studies.

[Question] The tremendous social and living problems seem to be having a significant impact on student attitudes. You are still waiting for a reform in the scholarship system, for a new system of employment for graduates.

[Answer] The living situation for at least part of the students is indeed difficult, but here the thing is not that the community is poor so much as that there are differences here in the material sphere. These sorts of imbalances should be eliminated, if we want to make it easier for people of low material status, youth of rural and workers' families, and young people from small towns to study in institutions of higher education. SZSP has fought for social and living-condition issues and will continue to do so. Let me mention that we have drawn up our own draft on scholarship aid. The main target of it was to introduce more just criteria for allocating state aid for students. On the other hand its implementation did not require any additional extremely great funding from the state. After many difficult discussions, a number of the principles we put forth should be considered in the system developed for material aid. The effect of the joint work by the Ministry of Science, Higher Education, and Technology and the SZSP representatives will be a new draft which is not a complete departure from the ministry's proposed concept of credit but which insures assistance to the poorest and a just allocation of state subsidies.

Everyday problems, the high prices, and the small chances of finding a job to fit one's qualifications even if one's college grades have been good are all things which make life difficult for the student. It is they which sooner create discouragement and frustration than social-activist desires. Against this backdrop, the employment of college graduates is a grave problem. It is our position that the new mechanisms of economic reform create both dangers and opportunities. In the discussion going on concerning the functions of higher education, we are bringing up the need for a connection between the grades earned in the college years and the future place of employment. We must simply create mechanisms in the employment of graduates to make being better in college pay, to create a climate of real study, of serious treatment of student responsibilities.

[Question] What about the law on higher education?

[Answer] The law was passed and will go into effect beginning with the new academic year, but the law will not resolve many questions. It will leave them to the students of the institution. Therefore, the struggle for specific regulations will begin on the campuses. SZSP will try to see that students' interests and opinions are reflected in the statutes drawn up for the institutions of higher education.

[Question] Against this background, what about SZSP? There are fewer of you, about 13 percent of the total community. Of necessity, you are the only student organization. Is this not the time for some changes?

[Answer] I have said many times that we do not want a return to a position of monopoly in the student community. Formally, that is not the way it is. Alongside us, ZMW [Rural Youth Union] and ZSMP [Union of Socialist Polish Youth] have begun to operate in the community. In fact we are presently the only youth organization with any impact in the student community, but we do not consider this situation final. The SZSP role presently consists of resolving many of the community's concrete problems. Here I have in mind, for example, defending its social interests, the organization of the "Summer-82" drive, aid in helping those taking the preliminary examinations to adapt. We also understand our duty to be to defend the broadly-conceived tradition of the student movement.

In recent incidents SZSP has defended its identity during the past few months. We must look with respect on the attitude of the SZSP activists' groups in the departments and on the campuses. We have also borne the costs of being consistent and rational, and one of these has been the decline in our numbers.

When we take into account our experience and the current situation, the question arises as to whether a single student organization can meet such different needs. We should consider whether to reform SZSP or to seek solutions in the creation of other organizations, such as a sociovocational organization alongside an ideological-moral upbringing one.

A student self-government should be another new field of the community's social activism. Discussions on these subjects are going on within SZSP. We are also initiating them in the community. In SZSP we want to bring these discussions to a close and sum them up at the Fourth Congress, which will be held 4-7 November of this year.

Today it is difficult to predict the shape of the student movement. One thing is important. A basic feature of these discussions must be the formulation of goals, and an assessment of the values which a student organization should bear, because the organizational structures are an important but secondary thing. They should be created so as to best serve the execution of goals, functions, and needs. One thing is certain: the future of the student movement should be determined by the students themselves.

[Question] We have more or less specified the background: a frustrated, rather passive community, which is waiting for changes but for the moment has possibilities which are dormant but powerful. What can the state authorities do for these people? What do they expect from the upcoming plenum of the PZPR Central Committee and the government program of undertakings regarding the conditions for the younger generation's start in life and on the job?

[Answer] One cannot expect the Plenum to solve all youth's problems as with the touch of a magic wand. We are counting on the party's Central Committee to define the principles of PZPR youth policy. It should also present the major long-range directions of the policy of the party and the state. After all, the discussion about youth is a discussion about the whole Polish society and its future. For this reason, the plenum is important in two dimensions. First, it is related to a general, ideological definition of the vision of socialist Poland, the shape of the state, of those institutions which will meet the aspirations of our society and enhance the effectiveness of our joint efforts. Such a vision, coming from the experience of the programs and proposals formulated during the past 2 years, a very important listing of which is found in the resolutions of the Ninth Congress, is important to young people, and not just for finding the goal of individual actions and activity.

Another dimension is concrete, pragmatic. It is a question of eliminating the barriers, the bureaucratic regulations which make everyday existence and living difficult, and of getting rid of having people beat their heads against the wall. This can be done right away. We must not waste young people's tremendous energy related to the creation of worker cooperatives, service and housing cooperatives, and the like. The government's recently adopted program to improve young people's start in life is creating the hope for a solution of these problems. Now the most important thing is for this hope to be realized.

Today we cannot accept "gimmees" attitudes, because this will not lead anywhere. Some young people manifest this attitude, but many of them realize that this is not right. Therefore, we are waiting for the creation of conditions in which young people themselves can act effectively and independently to solve their own problems. The youth organizations should help them with them.

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FINAL TEXT OF NEW HIGHER SCHOOLS LAW PUBLISHED

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[Text] Part 1

General Clauses

Chapter 1

The tasks of higher schools and the foundations of their self-government

Article 1

1. Higher schools are state organizational units created for conducting scientific research, education, and the socialist upbringing of students, according to the Constitution of the Polish People's Republic.
2. Higher schools are self-governing communities of university teachers, students, and other school employees.
3. The provisions of this law are applicable to non-state higher schools to the extent prescribed in Article 5.

Article 2

1. Higher schools participate in the task of the comprehensive development of science, culture, and national economy, and educate students to become conscious of their rights and duties as citizens of the socialist state, according to the ideals of humanism and social justice.
2. Higher schools are guided in their activity by the well-being of the Polish People's Republic.
3. Higher schools are guided in their activity by the principles of the freedom of the arts and sciences. The development of the diversity of scientific and artistic directions, accompanied by a respect for differences in world views, is conducted according to those principles.

Article 3

1. Higher schools combine scientific research, education, and the upbringing of youth in their activity.

2. The fundamental tasks of higher schools are in:

- 1) educating highly qualified experts in all areas of social life and developing their ability to think independently and to function skillfully and creatively;
- 2) conducting scientific research and developing artistic and professional creativity;
- 3) educating scientific workers and preparing them for creative, scientific, and didactic work;
- 4) forming patriotic attitudes toward the perception of civic responsibility and social activity and dedication to truth and justice;
- 5) educating artists and preparing them for independent, creative work;
- 6) nurturing, developing, and disseminating all forms of national culture;
- 7) cooperating in the practical application of the arts and sciences in the totality of social and economic life; and
- 8) the realization of the idea of the open school and its participation in the process of continuous national education.

3. In addition, higher medical schools participate in providing health care within the framework of the social system of health protection. They establish for themselves the proportions between scientific research, educational needs, and activity in the area of health protection, which shall not interfere with the basic function of the school.

Article 4

1. The entire school community participates in the administration of the self-governing higher school through its elective collegial and one-person organs.

2. The higher school, in particular, has the right to:

- 1) enact the statute of the school;
- 2) elect the rector, prorectors, deans, assistant deans, and other one-person organs, and the right to recall them;
- 3) determine the internal structure and organization of the school according to the principles described in the law;
- 4) establish plans and programs for research, the fields [of study] and the contents of instruction, to the extent provided by the law;
- 5) confer academic degrees and submit proposals for conferring academic titles, according to the provisions of the law pertaining to academic titles and degrees;
- 6) determine admission quotas for individual fields of study, according to the principles set forth in law;
- 7) manage the possessions and financial resources of the school independently, within the limits delineated in the provisions of the law;
- 8) appoint persons possessing the appropriate qualifications to positions in the higher school, according to the principles defined in the law;
- 9) initiate and conduct cooperation with foreign schools and scientific institutions;
- 10) initiate and conduct cooperation with other higher schools and the scientific, economic, cultural, and administrative units within the country;
- 11) conduct publishing activities within the organizational framework defined by the statute and control its own printing facilities;
- 12) conduct social/physical welfare activities according to the needs of employees and students;
- 13) create the appropriate conditions for employee and student self-government activities and for student, social, employee, and union organizations; and

14) conduct [other] economic and service activities, which do not hinder the school's tasks.

3. Organs of the higher school are appropriate in all matters pertaining to its activity and organization, unless the provisions of the law provide otherwise.

4. Decisions of all organs of the higher school are public, with the exception of decisions protected by regulations about safeguarding state and "office" secrets.

5. Essential decisions pertaining to particular groups within the academic community are made after consulting the opinion of those groups, or their elective representatives.

Article 5

1. The provisions of the law apply to [all] state higher schools, with the exception of higher schools that are under the jurisdiction of the Minister of National Defense and the Minister of Internal Affairs.

2. The state higher theological schools, due to their uniqueness, are also under the dominion of church authorities.

3. The provisions of the law apply to non-state higher schools, unless, because of the schools' different character, their statutes provide otherwise.

4. The provisions of the law do not apply to the higher papal universities and higher clergy seminaries, whose status is regulated by an agreement between the government of the Polish People's Republic and church authorities.

Chapter 2

The principles for establishing and operating higher schools

Article 6

1. Higher schools, hereafter referred to as "schools", are established, abolished, merged, and modified within the means provided by the law.

2. The law on the establishment of schools determines their names, locations, general sphere of activity, and the chief or central organ of the state administration responsible for supervising their operation.

3. The school possesses legal personhood.

4. The appropriate state organs may make decisions pertaining to the operation of schools only in the instances provided in the law.

Article 7

1. The school operates on the basis of the statute enacted by the school's senate, after consulting the opinion of the collegial organs of the organizational units of the school, and the social and political organizations operating in the school.

2. The rector submits the statute to the appropriate minister within the period of one month from the date of its enactment.

3. The appropriate minister may express his objections to the school's statute within the period of 3 months from the date of receiving it.

4. The senate reconciles corrections to the statute with the appropriate minister within 3 months from the date the objection has been lodged. After that period

expires, in the case of absence of agreement, the appropriate minister shall make the final decision on the issue of the statute, with the consent of the Presidium of the Main Council for Science and Higher Schools.

5. The statute goes into effect on the day described within it; the time periods described in para. 2-4 shall be considered in determining that date.

Article 8

1. Instruction in schools is conducted within the framework of the directions of study, which correspond to the fields of science, arts, and scientific, artistic, and professional specialties.

2. The Main Council for Science and Higher Schools determines the names of the fields of study.

3. The basic system of study is the day school. The school may also conduct evening, off-campus, and extension programs, and others, in situations justified by the needs of the national economy.

4. The schools also conduct post-graduate programs and special programs and courses.

5. The senate of the school determines the areas of school activity according to Article 57, para. 2, point 2.

Article 9

1. The schools have the right of conferring the professional titles of Master, Doctor of Medicine, Engineer, and Master of Engineering and other [titles] on their graduates, as defined according to the provisions of Article 94, para. 2.

2. The Main Council for Science and Higher Schools determines the requirements to be fulfilled by the schools authorized to confer the professional titles enumerated in para. 1.

Article 10

1. The school has the right to confer the title of doctor honoris causa on the recommendation of its organizational unit which is authorized to confer the academic degree of doctor habilitatus.

2. The title of doctor honoris causa is conferred by the senate of the school to persons of exceptional merit in the development of science, culture, and social life.

3. The conferral of the title of doctor honoris causa on the citizen of another country is with the consent of the Minister of Science, Higher Schools and Technology and in agreement with the Minister of Foreign Affairs.

Article 11

Lectures in the schools are open [to the public] unless the statute of the school provides otherwise.

Article 12

The school guarantees its employees and students the freedom of unrestrained expression of views, of association, and public assembly, according to the principles set forth by the provisions of law.

Article 13

1. The school conducts its own research and takes part in the implementation of research programs in conjunction with other schools, institutions, and units of the national economy, within the framework of the concluded agreements.
2. The school may conclude agreements and compacts with other schools and institutions and dispose of the resulting accumulated income, within the sphere of its operations.

Article 14

1. The school guarantees the unrestrained flow of scientific information and unrestricted access to written work.
2. The printing of the school's own publications, scientific journals, and compact prints takes place on the basis of a publishing plan enacted by the senate.

Article 15

1. The rector secures the maintenance of order and security on the grounds of the school, with the assistance of the school's organs.
2. The rector determines the physical bounds of the school with the acquiescence of the appropriate local organ of state administration at the voivodship level.
3. The organs of public security may enter the school grounds only on the request of the rector or the person authorized by the rector. However, in case of the emergence of a natural disaster or an impending threat to human life, these organs may enter the territory of the school on their own, informing the rector at once of their presence. The organs of public security shall leave the school territory immediately after the cessation of the reasons which justified their encroachment on the school territory.

Chapter 3

The Main Council for Science and Higher Schools

Article 16

1. The Main Council for Science and Higher Schools, hereafter called "the Main Council" is an elected representative body of higher education, possessing decision making advisory rights within the sphere provided by the law.
2. In addition, in their respective fields, the following councils function: the Council for Higher Medical Schools, the Council for Higher Art Schools, and the Council for Higher Physical Culture Schools.
3. The councils enumerated in paragraphs 1 and 2, operate on the basis of regulations enacted by them.
4. The Minister of Science, Higher Schools and Technology provides the administrative support necessary for the functioning of the Main Council, and the appropriate ministers provide those means [of support] for the councils mentioned in para. 2.

Article 17

1. The term for [members of] the Main Council lasts three years.
2. The Main Council consists of 75 members. The Council is composed of:
 - 1) Fifty (50) representatives from the schools under the supervision of the Minister of Science, Higher Schools and Technology;
 - 2) Ten (10) representatives from the schools under the supervision of the Minister of Health and Social Welfare;
 - 3) Five (5) representatives from the schools under the supervision of the Minister of Culture and Art;
 - 4) Three (3) representatives from schools under the supervision of the Main Committee of Physical Culture and Sport; and
 - 5) Two (2) representatives from higher maritime schools.

Article 18

1. Elections to the Main Council are conducted by a secret vote of the electors. The electors are elected at faculty and school meetings of persons possessing the right to elect.
2. The right to elect rests in persons employed at the school in positions of professor and docent, persons holding the academic title of doctor habilitatus, and representatives of the university teachers holding the academic degree of doctor; the number of representatives shall not exceed 1/3 of the total number of persons possessing the right to elect.
3. Persons employed at the schools in the positions of professor and docent, and persons holding the degree of doctor habilitatus have the right to be elected. Persons functioning as rectors or prorectors are not eligible for election.
4. Elections are conducted according to principles determined by the electoral regulations which are enacted by the Main Council.

Article 19

1. The Main Council functions in full complement through its organs.
2. The organs of the Main Council are:
 - 1) the Chairman of the Main Council;
 - 2) the Presidium of the Main Council.
3. The composition of the Presidium of the Main Council is determined by the regulations of the Main Council.

Article 20

1. The Minister of Science, Higher Schools and Technology participates in the meetings of the Main Council.
2. Five representatives of the university teachers who do not possess the right to be elected and one representative from each national student organization participate with an advisory vote in the meetings of the Main Council.
3. A representative of higher military schools and[printing omission] [shall] participate in the meetings of the Main Council.
4. Representatives of the Polish Academy of Sciences and scientific institutes may participate in the meetings of the Main Council with an advisory voice.

5. The representatives mentioned in para. 2 are elected according to principles determined by the electoral regulations in Article 18, para. 4.

6. The meetings of the Main Council are convened at least once every six (6) months.

Article 21

1. The Main Council, at the request of the Minister of Science, Higher Schools and Technology, makes decisions in the matters of:

- 1) the main directions of scientific research, education, and the development of cadres in the field of higher education;
- 2) long range projects and intermittent plans for the development of higher education;
- 3) plans for projects of scientific research in higher education;
- 4) granting and withholding the right to confer academic degrees to the organizational units of schools, with the assent of the Central Qualification Commission for Academic Cadres; and
- 5) fields of study and the principles of their organization.

2. The Main Council advises in the matters of:

- 1) principles and admission quotas for the first year of studies;
- 2) principles for the determination of plans of studies and instructional program frameworks;
- 3) directions and principles of social and cadres policy in higher education;
- 4) principles of financing the scientific research conducted in schools and the mode of the financial cooperation of schools with other scientific facilities;
- 5) schemes for the distribution of financial and material resources among the schools;
- 6) requests pertaining to the establishing, abolishing, merging, and modifying of schools;
- 7) principles of cooperation of schools with abroad;
- 8) legislative projects pertaining to higher education and enacted by the Sejm or the Council of Ministers;
- 9) other issues (than those enumerated in points 1-8) submitted by the Minister of Science, Higher Schools and Technology, senates of higher schools, or those that the Council might address on its own initiative.

Article 22

The Main Council forwards to schools an annual report on its activity.

Article 23

The provisions in Article 17, para. 1; 18; 19; 20, para. 1,2,4-6,; 21, para. 2; apply correspondingly to the councils mentioned in Article 16, para. 2.

Chapter 4

The Minister of Science, Higher Schools and Technology

Article 24

1. The Minister of Science, Higher Schools and Technology effectuates national policy in the area of higher education, coordinating the functioning of schools,

and supervises the schools under his jurisdiction to the extent provided by the law.

2. The Minister of Science, Higher Schools and Technology:

- 1) tenders proposals for establishing, abolishing, merging, or modifying schools;
 - 2) prepares for resolution by the Main Council:
 - a) projects addressing the main directions of scientific research, education, and the development of cadres in the field of higher education;
 - b) projects pertaining to long range and intermittent plans for the development of higher education;
 - c) plans for projects of scientific research in schools; and
 - d) projects involving the defining of fields of study and the principles of their organization;
 - 3) determines:
 - a) principles and admission quotas for the first year of studies;
 - b) principles for the determination of plans of studies and instructional program frameworks;
 - c) directions and principles of social and cadres policy in higher education;
 - d) principles of financing the scientific research conducted in schools and the mode of financial cooperation of schools with other scientific facilities; and
 - e) principles of cooperation of schools with abroad.
 - 4) conducts the distribution of financial and material resources among schools.
3. The authority of the Minister of Science, Higher Schools and Technology, mentioned in para. 2 applies correspondingly to the appropriate ministers with regard to schools under their supervision.

Article 25

1. The Minister of Science, Higher Schools and Technology conducts supervision over conformance with the law with regard to activities of the subordinate schools. For that purpose he may:

- 1) request explanation from the school's organs in any matter involving school activity;
- 2) repeal the decisions of the rector and school senate which violate the law.

2. The authority of the Minister of Science, Higher Schools and Technology, recited in para. 1 applies correspondingly to the appropriate ministers with regard to schools under their supervision.

3. The decisions made on the basis of para. 1, pt. 2 may be appealed to an administrative court on the terms and in the manner provided by the Administrative Procedure Code.

Part 2

The Structure and Administration of a School

Chapter 1

The organizational units of a school

Article 26

1. The organizational units of a school are established, abolished, merged, and modified according to research, artistic, and didactic upbringing needs, and in

consideration of manpower practicalities. Decisions in those matters are made after consulting the opinion of employees in the involved units.

2. Unless the school statute provides otherwise, the basic organizational unit of the school, with regard to the scientific, artistic, and didactic upbringing activity associated with the main areas of studies, is the faculty.

3. The organizational units of a school may be faculty, extra-faculty inter-faculty, or inter-university. These units may be organizationally tied with the organizational units of the Polish Academy of Sciences, with other institutes, and other scientific, learning, and artistic institutions, and also with administrative units.

4. The Minister of Health and Social Welfare determines the principles of cooperation between the service units of medical academies and the service units of the health care system.

Article 27

The school statute determines the internal structure and organization of the school and the type of its constituent organizational units. The statute may also provide for the establishment of organizational units not contemplated in the law.

Article 28

1. A general field of study institute organizes and conducts research or artistic and didactic upbringing work related to a particular field of study.

2. A specialized institute organizes and conducts research or artistic, and didactic upbringing work related to a particular group of subjects of study or research [or] artistic specialization.

3. A chair organizes and conducts research, artistic, or medical and didactic upbringing work that comprises the subject of a distinct scientific discipline.

4. Clinics, departments, workshops, laboratories, and other organizational units may be created within faculties, institutes, or chairs.

Article 29

1. The appropriate minister creates faculties or extra-faculty organizational units, [based] on a proposal by the rector, that has been evaluated by the senate.

2. The appropriate minister creates inter-school organizational units, [based] on a proposal by the rector of the school which is the seat of the unit. The proposal must be evaluated by the appropriate senates. This type of unit may also be created on the initiative of the appropriate minister, after consulting the opinion of the senates of the appropriate schools.

3. The rector creates organizational units with the department [based] on a proposal from the faculty's dean, accompanied by an evaluation by the faculty council. Decisions in these matters are subject to ratification by the school's senate.

Article 30

Organizational units of an experimental, administrative, or service character, related to a school's basic activity, may also be created. The school rector creates these units within the means at the disposition of the school.

Article 31

The appropriate minister may call into existence an enterprise within a given school and define its tasks in congruence with the school's tasks, acting as the founding organ as interpreted in the law on the establishment of state enterprises.

Article 32

1. Schools have a main library. The library is a school-wide organizational units of basic activity endowed with service, scientific, and didactic responsibilities; it performs the function of a scientific information center and functions as a fully accessible scientific library; it also functions as a link in the national library and scientific information networks.
2. The main library is formed in the manner prescribed in Article 29, para. 1.
3. Schools may also have other libraries, which together with the main library constitute a uniform library-information system for the school. The director of the library supervises the functioning of that system within the parameters established by the school's statutes.

Chapter 2

The organs of schools and the principles and procedures of their creation

Article 33

1. The senate and faculty councils are the collegial organs of a school.
2. The one-person organs of a school are the rector and deans.
3. A faculty council and dean are not appointed in schools consisting of only one faculty. Their functions are performed by a senator and a rector, respectively.

Article 34

The school statute determines the appointment procedure for positions filled by election, observing the following principles:

- 1) voting in each election is by secret ballot;
- 2) each voter has the right to nominate candidates, unless the law or statute provides otherwise;
- 3) an election is concluded when a candidate receives more than 1/2 of the votes, unless the statute demands a qualified majority;
- 4) the participation of more than 1/2 of the eligible voters is required for a valid election, unless the statute demands a higher number.

Article 35

1. The term of the elective organs of a school begins on September 1, and lasts 3 years, unless the statute provides for a shorter duration, the term always ends on August 31 of the final year of the term.
2. The school statute determines the time and procedure for the creation of the collegial organs of a school in such a manner that the selection of the school's

one-person organs [by the collegial organs] takes place in May of the year of term expiration for the collegial organs.

Article 36

1. The Senate consists of:

- 1) rector;
 - 2) prorector or prorectors;
 - 3) deans and the directors of scientific institutes functioning outside the faculty;
 - 4) separately elected representatives for each of the following groups:
 - a) professors, docents, and doctors habilitatus;
 - b) the remaining university teachers;
 - c) students;
 - d) school employees who are not university teachers;
 - 5) one delegated representative for each party organ and political faction functioning within the school; and
 - 6) a representative of the military college.
2. The Senate is composed 51 to 66% of professors, docents, and doctors habilitatus according to the provisions of the school's statute.

Article 37

1. The school statute determines the number of representatives mentioned in Article 36, para. 1, pt. 4, the procedure for their election and recall, and the term of student representatives.
2. The school statute determines the duties of the elected representatives within the functions of the collegial organs of the school and the rigor with which they must fulfill those duties.

Article 38

The Senate representatives who are not professors, docents, and doctors habilitatus have the right to vote on all matters, except those reserved by the provisions of the law, and in particular on the matters of:

- 1) petitions for conferring academic degrees and titles;
- 2) petitions for appointment to positions of professor.

Article 39

[The following persons shall] participate in the meetings of the Senate with an advisory voice:

- 1) the director of the main library;
- 2) the administrative director and bursar;
- 3) a representative of each student organization with nationwide scope or other student organizations determined by the school's statute;
- 4) a representative of each labor union active in the school.

Article 40

The composition of a non-faculty school is determined by its statute, according to principles expressed in the law.

Article 41

1. The rector of the school is elected by the Senate or the electoral college. The school statute determines the organ conducting the election of the rector.
2. The electoral college is composed of electors chosen, according to Article 36, para. 2 by [the following groups] from among their number:
 - 1) professors, docents, and doctors habilitatus employed in the school;
 - 2) other teaching employees employed in the school;
 - 3) students of the school; and
 - 4) other employees of the school.
3. The chairman of the organ conducting the election immediately informs the appropriate minister about the results of the election.
4. With the acquiescence of the Presidium of the Main Council, the appropriate minister may assert a justified objection to the completed election within 14 days of the time of his notification. The appropriate school organ then repeats the elections within the period of 14 days from the time of receiving the objection.
5. The person against whom the objection mentioned in para. 4 has been entered may not be nominated for the repeated elections.
6. The appropriate minister confirms the election of a school's rector.
7. The appropriate minister nominates the first rector of a newly established school.

Article 42

Only a professor or a docent with a doctor habilitatus degree may be the rector of a school; in schools employing more than 10 professors, only a professor may be the rector. The condition of having a degree of doctor habilitatus does not apply to art schools.

Article 43

1. The school statute determines the number of the school's prorectors.
2. The election of prorectors is conducted in a separate meeting by the organ which selected the rector, and at the time determined by the school statute.
3. The rector elect has the exclusive right to nominate candidates for the position of prorector from among the professors, docents, and doctors habilitatus. The provisions for the election of rector apply correspondingly to the election of prorector.
4. The school statute may provide the voters with the right to submit to the rector proposals for candidates for the position of prorector, from among the persons mentioned in para. 3. The rector elect is not bound by these proposals.
5. The election of each prorector is conducted separately.
6. The candidate submitted by the rector for the position of prorector for student affairs receives the approval of the majority of student representatives in the Senate or electoral college.

Article 44

1. The faculty council is composed of:
 - 1) the dean;
 - 2) the assistant dean or assistant deans;

- 3) the remaining professors, docents and doctors habilitatus employed in the faculty; and
- 4) representatives (elected in accordance with the school statute) from:
 - a) other university teachers than those enumerated in pt. 3. employed in the faculty;
 - b) students in the faculty; and
 - c) faculty school employees who are not university teachers.
2. The provisions of Article 36, para. 2, and Article 37 and 38 apply correspondingly to the faculty council.
3. Professors and docents emeritus have the right to participate in the deliberations of the faculty council with an advisory voice.

Article 45

A professor, docent, or doctor habilitatus employed in the faculty shall be elected as the dean.

Article 46

The faculty council shall elect a dean in the manner prescribed by the school statute.

Article 47

1. The school statute determines the number of assistant deans.
2. The faculty council elects assistant deans from among professors, docents, and doctors habilitatus proposed by the dean elect. The school statute may provide voters the right to submit proposals of candidates for assistant deans to the dean elect. The dean elect is not bound by those proposals.
3. The candidate submitted by the dean for the position of assistant dean for student affairs receives the approval of the majority of student representatives in the faculty council.

Article 48

The rector, prorector, dean, and assistant deans may be elected to the same post for not more than two consecutive terms.

Article 49

The provisions pertaining to the composition of the faculty council apply correspondingly to the council of a general field of study institute.

Article 50

On the proposal of the faculty council (institute council) the rector appoints the directors of specialized institutes and the heads of chairs, departments and clinics, after consulting the opinion of the school's Senate.

Article 51

1. The school statute determines the composition of the library council and the procedure for its establishment.
2. The director of the main library is the chairman of the library council, unless the school statute provides otherwise.

Article 52

1. The library council elects the director of the main library. The procedure for the election of the library director is determined by the school statute.
2. The director of the main library should possess the qualifications of a senior accredited curator, and also an academic degree and at least 5 years of supervisory work experience in a scientific library. A person with the qualifications of an accredited curator, but not possessing an academic degree, may be elected to the post of director of the main library in exceptional circumstances.

Article 53

A list of the positions within the school is included in the school statute. These positions may not be merged.

Article 54

1. In the event the person holding the office of a one-person organ abdicates the post during its term, an election to fill that position shall be conducted within a period of one month. The term of the replacement position ends on the day of expiration of the term of the predecessor.
2. The school statute determines the election procedure for the vacated position mentioned in para. 1.

Article 55

The school's collegial and one-person organs continue in their functions until the organs for the new term have been formed.

Article 56

1. In the case of gross violation of the duties demanded by the post by the persons holding the positions of a one-person organ in the school, the organ which elected them may also recall them. In the case of a rector elected by the electoral college, the school Senate makes the appropriate request.
2. The recalls mentioned in para. 1 are conducted within one month of the day of being informed of a gross violation of duty. After the elapse of 6 months from the time of the violation, no recall may ensue.
3. In the event of the inactivity of the organ mentioned in para. 1, the recall is carried out by the appropriate minister, with the acquiescence of either the Presidium of the Main Council or the rector of the school, after the concurrence of the Senate. The provisions of para. 2 are appropriately applicable.

Chapter 3

Authority of school organs

Article 57

1. The Senate is the highest organ of a school.
2. The Senate, in particular:
 - 1) enacts the school statute and the regulations of study;
 - 2) determines the general directions of school activity;
 - 3) ratifies the study plans and programs of teaching;
 - 4) performs control over school activities;
 - 5) authorizes the rector to execute agreements with other schools or other institutions and organizational units in the sphere of joint activities;
 - 6) ratifies the material-financial plan for the school and reviews reports of its execution;
 - 7) ratifies the rector's annual report on school activity;
 - 8) defines the magnitude and extent of the economic or service activities of the school, and
 - 9) decides on the matters defined in the law and the school statute.
3. The tasks flowing from para. 2, pt. 3 do not apply to the plans and programs for military and defensive training instruction, which are determined by a separate procedure.
4. The school statute determines in detail the authority of the Senate.

Article 58

The Senate resolutions are binding on the rector, other school organs, and members of the university community.

Article 59

1. The highest executive organ of the school is its rector.
2. The rector governs the school, and in particular he:
 - 1) represents the school on the outside;
 - 2) convenes the Senate meetings and chairs the deliberations, with the exception of sessions during which is performance is evaluated;
 - 3) is the superior of all school employees;
 - 4) makes the decisions pertaining to the functioning of the school in the areas not reserved for other school organs;
 - 5) conducts immediate supervision over the school administration;
 - 6) assures the observance of law on the school grounds;
 - 7) acts to assure the proper conditions for the functioning of the school;
 - 8) acts to assure satisfaction of the socio-existential, health, and cultural needs of the school's students and employees;
 - 9) makes decisions in the matters of the school's cooperation abroad;
 - 10) delineates the parameters of activity for prorectors; and
 - 11) decides in the matters described in the law and the school statute.

Article 60

The faculty council, in particular:

- 1) elects and recalls the dean and assistant deans;
- 2) determines the general directions of faculty activity;
- 3) presents proposals on the subjects of determining the areas of study and specialties;
- 4) enacts the projects for study plans and teaching programs;
- 5) conducts supervision over the activity of the faculty;
- 6) assigns didactic duties to persons from outside the school;
- 7) acts to assure the proper conditions and directions for the development of a young research-teaching cadre from the faculty;
- 8) acts on requests for sabbaticals by the employees and controls their utilization;
- 9) approves the annual dean's report; and
- 10) decides in matters reserved by the law and the school statute for the faculty council.

Article 61

The resolutions of the faculty council are binding on the dean and all members of the academic community of the faculty.

Article 62

1. The dean is the executive organ of the faculty.
2. The dean governs the faculty, and in particular he:
 - 1) represents the faculty on the outside;
 - 2) chairs the meetings of the faculty council with the exception of those meetings during which his performance is evaluated;
 - 3) is the superior of all employees of the faculty and the superior and guardian of the students;
 - 4) makes decisions pertaining to the functioning of the faculty in the areas not reserved for other school organs;
 - 5) determines the detailed plan of events conducted in the faculty;
 - 6) conducts immediate supervision over the activities of the faculty;
 - 7) attends to the socio-existential needs of students and the proper consideration to employee needs;
 - 8) delineates the sphere of activity for the assistant deans; and
 - 9) decides matters reserved for the dean by the law and the school statute.

Article 63

The provisions in regard to authorities of the faculty council and dean apply correspondingly to the councils and directors of the [field of study] institutes that are not organizational units of the faculty.

Article 64

The school statute determines the extent of the competence of the councils and directors of institutes other than those mentioned in Article 63, and also the heads of chairs, clinics, departments, and other organizational units of the school.

Article 65

1. The library council and director of the main library are the organs directing the main library of the school.
2. The library council acts jointly with the director of the main library to manage the library and the connected library-information system, according to the principles determined in the school statute.
3. The authority of the library council includes:
 - 1) determination of directions for the library-informational activity, according to the needs of the research and didactic processes of the school;
 - 2) presentation of suggestions pertaining to the structure and organization of the main library and the connected library cadre and speaking on the matters of fulfilling the library positions; and
 - 4) participation in the planning and control of fulfilling the tasks of the school libraries.

Article 66

1. A higher level collegial organ may repeal the resolutions of a lower level collegial organ if they are contrary to the law or statute, or harmful to the welfare of the school.
2. A higher level one-person organ may repeal the decisions of lower level one-person organs if they are contrary to the law or statute, or harmful to the welfare of the school.
3. A one-person organ may suspend the implementation of resolutions by a collegial organ of the same level if they are contrary to the law of statute, or harmful to the welfare of the school, and may submit them for reconsideration by the same collegial organ. In the event the suspended resolutions is reaffirmed, the one-person organ forwards the matter to a collegial organ of a higher instance.

Article 67

1. Decisions of a one-person organ may be appealed to a higher level one-person organ.
2. Decisions of a collegial organ may be appealed to a higher level collegial organ.

Article 68

The sessions of the collegial organs are convened by their chairman, on either his own initiative or on a request of at least 1/5 of the members of the organ, at least 4 times a year.

Article 69

1. The enactments of the collegial organs are passed by an absolute majority of the votes and the quorum consists of 50% of the members, unless the law or statute provide otherwise.
2. The enactments of the Senate concerning the approval and change of the school statute are passed by a 2/3 majority, with a quorum of 2/3 of the members who are entitled to vote.

Article 70

1. The school Senate, and the faculty and institute councils, may establish, through elections, permanent and ad hoc commissions. The tasks and competence of these commissions are determined by the school statute and the provisions of the enacting resolution.
2. The school statute may provide for establishing a rector's college and dean's colleges as the advisory and opinion-giving organs.

Article 71

The collegial organs of the school may appoint peer courts for the purpose of reviewing those matters related to the professional ethics of university teachers, which do not belong to the authority of the disciplinary commissions for the university teachers.

Chapter 4

The School Administration

Article 72

The school administration is predicated on the principle of one-person management, conducted by the rector, with the assistance of prorectors, the administrative director, and the bursar.

Article 73

The school rector, with the approval of the Senate, appoints the administrative director of the school, the bursar, and the heads of the organizational units determined in the statute.

Article 74

1. The administrative director directs the school administration and manages its resources in the areas determined by the provisions of law and the school statute.
2. The administrative director is the immediate superior of the employees of the organizational units of the administration and services of the school.
3. The administrative director, because of his function, is answerable to the school rector and Senate.

Article 75

1. The bursar performs the function of head accountant of the school.
2. The duties and authority of the bursar as the head accountant are regulated by separate rules.

Article 76

The number of posts for the assistants of the administrative director and bursar, and the parameters of their authority and their duties are determined by the school statute.

Article 77

The school's administrative structure is determined by the school statute.

Article 78

The administrative director or the heads of administrative units authorized by him determine the rights and responsibilities of the employees of the school administration, within the framework of the organizational rules of the school.

Article 79

The school administration implements the tasks of the school in the areas of administrative, managerial, and financial functions.

Chapter 5

The principles of the financial functioning of a school.

Article 80

The school conducts its financial management independently.

Article 81

1. The school conducts its financial management autonomously with the resources derived from:

- 1) central budget endowments for financing didactic upbringing activity, the education of scientific cadres, their scientific research, and the provision of the socio-existential needs of students and employees;
- 2) income generated from the reimbursement for operations conducted, including: scientific research, activity in the area of improving the cadres education, rental fees for housing, administrative-processing fees, and others;
- 3) revenues from other sources, obtained from the school's service operations on behalf of the region, national economy, and culture.

2. The school has the right to control the foreign exchange obtained through:

- 1) the central allotment of the foreign currency plan;
- 2) its own activities.

3. The Council of Ministers determines the school's share of the foreign currency revenues described in para. 2, pt. 2 by a decree mentioned in Article 85, para. 1.

4. Financial resources, including foreign currency not expended during a given budget year, remain at the disposition of the school.

Article 82

1. The school may accept gifts, bequests, and estates, both national and foreign in origin.

2. The school Senate decides on the matter of the acceptance or rejection of gifts, bequests, and estates.

Article 83

The financial management of the school is conducted on the basis of a material-financial plan, independently determined by the school, and describing the division of tasks and resources for the particular types of activities among the basic organizational units of the school.

Article 84

1. The draft of the material-financial plan of the school, together with the drafts of the financial plans for the units organizationally linked with the school, is presented for approval to the Senate by its rector.
2. The procedure for approval of the school's balance sheet is regulated by separate rules.

Article 85

1. The Council of Ministers determines, by a decree, the particulars of the principles of the financial management of schools, after consulting the opinion of the Main Council.
2. The Minister of Health and Social Welfare, in agreement with the Minister of Science, Higher Schools and Technology, determines the principles of financing medical academies with regard to the diagnostic, medical, and rehabilitative activities conducted by these schools.

Part 3

Studies and Students

Chapter 1

Studies

Article 86

1. Only a person with a high school diploma may be admitted to study at a school.
2. The deciding criteria for admission to studies are a meritorious evaluation of the knowledge or the skills and artistic talents of an applicant, or an evaluation of his/her athletic abilities, whichever is required by the profile of studies.
3. Admission to study is conducted through entrance exams. The appropriate minister, in agreement with the Main Council, determines the scope of the entrance exams.
4. The school rector, after consulting the opinion of the Senate and appropriate faculty councils, may adopt a specific examination procedure.
5. The appropriate minister, after consulting the opinion of the Main Council and with the agreement of the supreme organs of national youth organizations, may establish other conditions besides the results of the exam, and take under consideration the financial or environmental differentiations in the applicants' preparation, which may influence admission to studies.

6. The Ministers of Science, Higher Schools and Technology and the Ministers of Education and Upbringing may determine, through a decree, the principles for organizing free forms of assistance for preparation prior to entrance exams for those candidates whose environmental background justifies such assistance.

7. With regard to the winners and finalists of the central level [scholastic] Olympiads, the Minister of Science, Higher Schools and Technology, in consultation with the appropriate ministers and the supreme organs of the national youth organizations determines the admission principles that are related to those Olympiads, including exemption from entrance exams. Exemption from entrance exams does not include the competency test for qualifications in the area of study.

8. The determinations mentioned in para. 3 to 5 are made available to the public at least 6 months prior to the deadline for applications to study.

Article 87

The Minister of Science, Higher Schools and Technology, in agreement with the Minister of Foreign Affairs, determines the conditions for the admission of foreigners and their study.

Article 88

1. Admission to the first year of study of a person who has commenced his/her studies abroad, includes an entrance exam.

2. The faculty council decides on the admission to advanced years of study of a person who has commenced his/her studies abroad, and may determine the admission of such a person by evaluating his/her knowledge and qualifications.

Article 89

1. Enrollment for study is conducted by the faculty (institute) enrollment commissions, convened by the faculty (field of study institute) council. These commissions also make decisions on matters of admissions to study.

2. The results of entrance exams are public.

3. Decisions of the faculty (institute) enrollment commission may be appealed to the university enrollment commission established by the school Senate, within 14 days of the date of receiving the decision of denial of admission to study.

Article 90

1. Admission to the student body occurs at the moment of matriculation and deposition of a pledge containing the following:

"Aware of my duties as a citizen of the Polish People's Republic, I solemnly pledge to:

--persevere in acquiring the knowledge and skills preparatory for working for the benefit of the socialist Fatherland

--respect the dignity of each student and the good name of my school

--treat with respect school employees and observe the principles of fellowship

--observe the rules that are in force in the school."

2. The Senate may supplement the pledge with content derived from the tradition of the school.
3. The provisions of the law pertaining to their rights and duties apply correspondingly to persons admitted to study but, not yet matriculated.

Article 91

1. The appropriate minister determines the framework of the rules of study after consulting the opinion of the Main Council and in agreement with the main organs of national student organizations.
2. The school Senate determines the rules of study in agreement with the school student self-governing body.

Article 92

1. A student may transfer to another school with the permission of the faculty dean of the new school, provided that all conditions contained in the rules and regulations of the school are fulfilled.
2. Besides his/her own basic field of study, a student may study any number of fields of study or any subjects, at any school, providing that all the conditions related to the regime of study are fulfilled.
3. A student may study in an individually established plan and program of study, according to the principles established by the faculty (field of study institute) council.
4. The provision of para. 2 does not contravene Article 86, para. 2 and 3.

Article 93

The dean may remove a student from the students' list in circumstances described in the rules of study. Such removal is appealable to the school rector.

Article 94

1. A school graduate receives a diploma of completion of study. The diploma, besides the description of professional title, may also contain the name of the specialty, the title of thesis/dissertation and its grade, and the results of the final examination.
2. The Minister of Science, Higher Schools and Technology, in agreement with the appropriate ministers, determines the types of diplomas and titles and models for diplomas conferred by the school.

Article 95

1. The principles for recognition of diplomas, degrees, and academic titles received abroad that are equivalent to the diplomas, degrees, and academic titles received in the country are determined in international agreements.
2. In the case of the nonexistence of appropriate international agreement provisions, diplomas, degrees and academic titles obtained abroad may be recognized, on the principles of reciprocity, as equivalent to the diplomas, degrees and academic titles conferred in the country and accredited. The Minister of Science, Higher Schools and Technology, in agreement with the Main Council, determines, by a decree, the principles of accreditation for diplomas obtained abroad.

Article 96

1. The faculty council may describe the principles and areas of study available and allowed to student auditors.
2. The faculty council also determines the principles for the admission of auditing students into the student body and the accreditation of their didactic training by the dean.
3. Only a person who has successfully passed an entrance exam may become a student auditor.

Chapter 2

Student's rights and responsibilities

Article 97

Together with the school employees, students create a self-governing academic community; they jointly decide on school matters and jointly are responsible for the fulfillment of the school goals.

Article 98

Students have the right to:

- 1) develop their own scientific interests and to utilize, for that purpose, the didactic facilities, equipment and resources in the school and the assistance of university teachers and the school's organs;
- 2) association in scientific circles and participation in the scientific, developmental and implementing work conducted in the school; and
- 3) associate in political and social organizations according to the principles determined in the law.

Article 99

1. The school's organs have the duty of assuring the material and social conditions indispensable for the realization of the right to education.
2. Students and their unemployed spouses and children, hereinafter called "student families", have the right to financial assistance.
3. The Minister of Science, Higher Schools and Technology, in agreement with the Minister of Finance and the supreme organs of national student organizations, shall determine, by a decree, the requirements for and the kinds and magnitude of financial assistance.
4. Students and student families have the right to health protection, including free medical care.
5. The Minister of Health and Social Welfare, in agreement with the Minister of Science, Higher Schools and Technology and the supreme organs of national student organizations, determines the principles of medical care and health protection applicable to students and student families.

Article 100

1. The school organs are vested with the duty to support self-educational activity and undertakings aimed at the development of the personalities and physical culture of students.

2. The school organs create conditions for a student scientific movement and, in particular, provide scientific guardianship and determine the principles of student participation in scientific research, within the scientific movement. The school organs, in agreement with the organs of student self-government, determine the principle of financing the student scientific movement.

3. Students excelling in study are entitled to awards and distinctions. The principles and procedures for bestowing awards and distinctions is determined by the rules of study.

Article 101

A student may accept gainful employment. The work shall not release the student from properly fulfilling his duties to the school.

Article 102

A student who is taking a leave approved by the dean retains all of his student privileges except the right to obtain financial aid. In justifiable cases, the dean, in agreement with the organs of student self-government, may permit the use of these benefits.

Article 103

Shall a collective dispute occur in the school, the proper school organs and student self-government organs or student organizations active in the school are required to undertake negotiations toward its resolution immediately. The dispute shall be resolved through negotiations within 14 days. After the expiration of that term the dispute is settled conclusively by the school Senate or the Main Council.

Article 104

1. A student has the duty to fully utilize the educational opportunities provided by the school.

2. A student is required to conduct himself according to the precepts of the oath and the rules of study.

Article 105

The Council of Ministers determines, by a decree, the principles of carrying out student internships and the resulting responsibilities of students, school organs, and work enterprises, after consulting the opinion of the Main Council and the supreme organs of national student organizations.

Chapter 3

Student's responsibilities

Article 106

1. A student is answerable before disciplinary commissions or the peer courts of the student self-government for violation of provisions of law or the duties described in Article 104, para. 2.

2. The school rector, in concurrence with the chairman of the student self-government peer court, decides whether the matter should be assigned to the disciplinary commission or to the peer court.

3. The school rector or a dean may forward the matter to the peer court of the social organization to which the student belongs, if remedial consideration justifies such an approach.

4. The school rector or a dean may impose the penalty of admonishment for lesser infraction, by-passing the disciplinary commission or peers court. The accused may nevertheless demand initiation of a disciplinary proceeding or a proceeding before the peers court. In such a case, the disciplinary commission or the peer court may impose the penalty of admonishment only.

Article 107

The disciplinary penalties are:

- 1) reprimand;
- 2) censure;
- 3) censure with warning;
- 4) suspension of entitlement to the specific rights of a student for a period of one year;
- 5) expulsion from school.

Article 108

The peers court are not authorized to impose the penalty of expulsion from school.

Article 109

A student shall not be penalized by both the disciplinary commission and the peer court of the student self-government for the same infraction.

Article 110

Imposition of penalty in criminal procedures or procedures for lesser transgressions does not preclude initiation of a disciplinary proceeding or a proceeding before the peer court.

Article 111

1. Adjudgment in the disciplinary proceeding is made by disciplinary commissions appointed in the procedure determined by the school statute; the commissions shall consist of research-teaching employees and students appointed for the duration of the terms of school's organs and the organs of student self-government, respectively.

2. The organ of student self-government proposes the student candidates for the disciplinary commissions.

3. The disciplinary commission adjudges through 5 members, two of whom shall be student representatives.

Article 112

1. A disciplinary advocate, appointed from the school employees by the rector, conducts disciplinary investigation.
2. The disciplinary advocate functions as a prosecutor before the disciplinary commission and is bound by the recommendations of rector.

Article 113

The accused student shall have the right to a defense. Only a person chosen by the accused, from the student or university teacher body, may be the defender.

Article 114

The provisions of the disciplinary procedure code correspondingly apply to the summoning and interrogation of the accused, witnesses, and experts, and to the conduct of other proof matters in investigative and disciplinary proceedings.

Article 115

1. Decisions of the disciplinary commission and the peer court shall be appealable.
2. An appeal is filed within 14 days of the date of receiving the decision, with the option to choose either a higher level peer court or a disciplinary appeal commission.

Article 116

1. The appearance before the peer courts and disciplinary commissions is public.
2. The commission may exempt the public appearance requirement in part or in toto, if publicity could offend good morals, or when it is necessary to protect the material interests of the accused, third parties, the school or the provisions on the protection of state and office secrets. Announcement of decisions is public.

Article 117

1. Disciplinary procedure shall be barred after the expiration of 6 months from the date of being informed of the deed or 3 years from the date of its commitment. If the deed constitutes a crime, this period shall parallel the period of limitation on prosecution.
2. The limitation on adjudgment also expires after 1 year from the date of leaving the school.

Article 118

1. Expungement of a disciplinary punishment is automatic after the expiration of 3 years from the announcement date of the decision about punishment.
2. The organ which pronounced the disciplinary judgment may, after the expiration of 1 year, pronounce expungement or pardon of sentence on the request of the offender or the disciplinary advocate. In the case of expulsion from school, punishment expungement or pardon may be granted after the expiration of 2 years.

Article 119

1. The Minister of Science, Higher Schools and Technology determines by a decree, the principles and form of the disciplinary proceeding after consulting the supreme organs of the national student organizations and the Main Council.
2. The principles and form of proceedings before the peer courts of the student self-government and its organization is determined in rules of student self-government. The rules may include corrective measures not contemplated by the law.

Chapter 4

The student self-governing body

Article 120

1. The school's students are organized in the student self-governing body and participate in its activity without regard to their organizational affiliation.
2. The organs of the student self-government function to represent and protect the interests of students.
3. The student self-government functions in school on the basis of self-enacted rules, conformable to the school statute. The rules determine the tasks and the structure of student self-government, and the principles of election to its organs.
4. The student self-government organs may be established in individual years of study, faculties, areas of study, and in student dormitories and villages.

Article 121

1. The organs of student self-government, jointly with the representatives of school organs, decide on matters of financial aid, outstanding scholarship awards, and the distribution of resources earmarked for student purposes.
2. Appropriate organs of the student self-government are the opinion-giving organs in all matters pertaining to the educational and upbringing processes.

Chapter 5

Student organizations and associations

Article 122

1. Students have the right of association in national, local, and university level student organizations and associations, according to principles provided in the law. The number of student organizations is unlimited.
2. The organizations and association active in the school have the right to submit proposals and postulates in matters pertaining to students and school functioning to the rector and Senate of the school.

Article 123

1. Students have the right to establish student organizations of national scope.
2. Students have the right to establish within the school:

- 1) university level elements of national student organizations;
- 2) university (faculty) level student organizations and associations;
- 3) scientific, artistic, and athletic circles;
- 4) student elements of national or local social organizations and associations;
- 5) university elements of youth political organizations.

Article 124

1. Student organizations and associations shall comply with the requirement of registration. The registers of these organizations shall be public.
2. The Minister of Science, Higher Schools and Technology is the organ which approves the registers, and maintains the register of national and local student organizations and associations.
3. At the school level, the rector is the proper organ for approval and registration and maintenance of university registers for student organizations and associations.

Article 125

The by-laws of student organizations and associations must conform to the law as a precondition for their registration.

Article 126

1. A voivodship court, on the petition of a registering organ, may declare dissolution of student organization whose activity contravenes provisions of law. The personal jurisdiction of the court is determined by the principal office of the organization.
2. The matters of dissolution of student organizations are adjudged according to provisions of the Civil Procedure Code for non-process proceedings. These matters are exempted from court fees and costs.

Article 127

Student organizations and associations cooperate with school authorities in fulfilling the goals and tasks of the school.

Article 128

The Minister of Science, Higher Schools and Technology, in consultation with the supreme organs of national student organizations, determines, by a decree, the procedures for registration and maintenance of the register and the principles of dissolution of student organizations and associations.

Article 129

1. Students have the right to convene meetings and rallies on the school grounds.
2. The organizers of a meeting or a rally have the duty to notify the rector of their intention 24 hours before the meeting or rally. The rector may dispatch his representative to the meeting or rally.
3. The school statute determines the regulations pertaining to the orderliness of meetings and rallies.

4. The organizers [of meetings and rallies] are responsible, before the school organs, for the conduct of meetings and rallies.

5. If the course of a meeting or rally violates the provisions of the Constitution or other laws, the school rector or his representatives may dissolve the meeting or rally after notification of the organizers.

Part 4

School employees

Chapter 1

General provisions

Article 130

1. The school employs academic teachers and other employees in order to perform the tasks described in Article 3, para. 2 and 3, and other tasks related thereto.

2. The academic teachers are:

- 1) research-teaching employees;
- 2) teaching employees;
- 3) research employees.

3. Other school employees are:

- 1) scientific-technical employees;
- 2) technical-engineering employees;
- 3) library and research documentation employees, except those enumerated in Article 131, para. 3.;
- 4) health service employees;
- 5) administration-management employees;
- 6) service, and the remaining employees.

Chapter 2

Research-teaching employees

Article 131

1. Research-teaching employees are the persons employed in the school for the purpose of teaching and conducting scientific or artistic work, and also medical-diagnostic work in medical schools and physical education academies.

2. Research-teaching employees are employed in the positions of:

- 1) professor;
- 2) docent;
- 3) adjunct;
- 4) senior [teaching] assistant;
- 5) [teaching] assistant;
- 6) intern teaching assistant;

3. Research-teaching employees include accredited librarians and accredited research documentation employees who are employed in positions determined in Articles 141 and 142.

Article 132

A person employed in the position of a research-teaching employee shall be of high ethical integrity, with scientific or artistic qualifications, as well as didactic and upbringing skills and qualifications which are appropriate for the field of study and the general sphere of school activity.

Article 133

1. Work results of the research-teaching employees shall be periodically evaluated.
2. The periodic evaluation of the work results of research-teaching employees is conducted by the collegial organs described in the school's statute; the degree of the provision of appropriate resources for the proper and timely realization of the duties of the research-teaching employees shall be considered in the evaluation.
3. The Minister of Science, Higher Schools and Technology, in consultation with the Main Council, determines the principles and the form of conducting the evaluation mentioned in para. 1 and 2.
4. Provisions of para. 1 and 2 also apply to the evaluation of the fitness for employment in the positions of [teaching] assistant, senior [teaching] assistant, and adjunct.

Article 134

A person employed in the position of professor shall have the academic title of full or associate professor.

Article 135

1. A person employed in the position of professor shall have an academic degree of doctor habilitatus in the appropriate field and demonstrate achievements in didactic work.
2. The Main Council may describe those disciplines in which a person with an academic degree of doctor in an appropriate field of science and outstanding achievements in practice, may be employed at the post of a docent. In these cases, the Minister of Science, Higher Schools and Technology, in agreement with the Main Council and the Central Qualification Commission for Academic Cadres, describes the form of the qualification procedure.
3. In the field of arts, a person who has received an affirmative evaluation in the qualification assessment for the position of docent, may be employed at that position.

Article 136

1. A person who has acquired the academic degree of doctor and demonstrated achievements in didactic and scientific work may be employed in the post of an adjunct.
2. In the field of arts, a person who fulfills the conditions described in Article 135, para. 2 and 3, may also be employed in the position of an adjunct.

Article 137

The Minister of Culture and Art, in agreement with the Council for Higher Art Schools, determines the form of the qualification assessment procedure mentioned in Article 135, para. 3 and Article 136, para. 2.

Article 138

A person employed in the posts of [teaching] assistant or senior [teaching] assistant shall:

- 1) have a diploma of graduation from school with the title of Master or other equivalent title;
- 2) have completed one year of [teaching] assistant internship or other appropriate professional internship;
- 3) demonstrate talent and passion for research and didactic work;

Article 139

1. A person employed in the position of intern assistant shall:

- 1) have a diploma of graduation from school with the title of Master or other equivalent title;
 - 2) have demonstrated research interests during his/her study and a capacity for further development;
2. In exceptional cases, a student in the final year of study may be employed in the position of intern [teaching] assistant.

Article 140

The appropriate ministers, in agreement with the Main Council, and in consultation with the labor unions, may establish additional prerequisites for a given research-teaching position.

Article 141

Accredited librarians are employed in the position of:

- 1) senior accredited curator;
- 2) accredited curator;
- 3) library adjunct;
- 4) library assistant;

Article 142

Accredited research documentation employees are employed in the positions of:

- 1) senior accredited archivist;
- 2) accredited archivist;
- 3) research documentation adjunct;
- 4) research documentation assistant;

Article 143

1. The Council of Ministers, after consulting the opinion of the Main Council, and in agreement with the labor unions, determines, by a decree: the conditions

that the candidates for accredited librarians and accredited research documentation employees shall fulfill; the principles and procedures for taking the State library exams; the state exams on information and research documentation; and the promotion principles for accredited librarians and accredited research documentation employees.

2. The school rector hires for the post of accredited librarian or accredited research documentation employee from the candidacy submitted by the director of the main library and appraised by the library council.

Article 144

1. The responsibilities of a research-teaching employee include, in particular:

- 1) systematic conducting of scientific research or the development of professional and artistic creativity, and expansion of qualifications;
- 2) teaching and encouraging curiosity and independence of thinking in students;
- 3) dissemination of the achievements in scientific theory and practice;
- 4) participation in the organizational work of the school related to didactics, scientific research, and artistic or medical activity;

2. The responsibilities of a professor, docent, or other research-teaching employee with a degree of doctor habilitatus include the education of the young scientific cadres.

3. The responsibilities of a research-teaching employee who performs a supervisory function in school additionally include the oversight of the creation of proper conditions for work and the scientific and didactic development of the employees under his/her supervision.

Article 145

1. The totality of didactic, upbringing, research, and organizational responsibilities is the determinant of the work volume of research-teaching employees engaged in the positions enumerated in Article 131, para. 2.

2. The head of an organizational unit of the school determines the work timetable mentioned in para. 1.

3. The work volume for the research-teaching employees, mentioned in para. 1 shall include scheduled hours of didactic instruction in an amount determined by the appropriate ministers, in agreement with the Main Council and the labor unions.

4. The mandatory amount of yearly didactic instruction shall be:

- 1) 210 scheduled hours for the positions of professor and docent;
- 2) 270 scheduled hours for the positions of adjunct, senior [teaching] assistant, and [teaching] assistant;

5. An intern [teaching] assistant shall participate in the instruction mentioned in para. 3 in the volume of 120 hours yearly.

6. The mandatory work volume for the employees described in Article 141, is 36 hours weekly, and for the employees described in Article 142, 40 hours per week.

7. The mandatory volume of work for the research-teaching employees who perform supervisory functions may be reduced to the extent and in the form determined by the appropriate ministers, in agreement with the Main Council, and with the acquiescence of the labor unions.

8. The Council of Ministers, in consultation with the labor unions, determines, by a decree, the extent of and the principles of reducing the time of work, the types of work included in the didactic instruction, and the principles or remuneration for overtime work.

Article 146

1. A research-teaching employee who has reached the age of 60 may be granted, in a justified case, a 1/2 reduction of the full mandatory volume of didactic instruction.
2. A professor or docent who has reached the age of 65 may be granted a total exemption from didactic and organizational activities.
3. The school rector makes decisions in the matters mentioned in para. 1 and 2 on the petition of the involved university teacher; the petition shall be submitted at least 6 months prior to the beginning of instruction in a given academic year.
4. The reduction in the mandatory volume of didactic instruction, and the exemption from activities, mentioned in para. 1 and 2 shall not diminish the remuneration nor limit any other privilege of a university employee.
5. The research-teaching employees with a reduced mandatory volume of didactic instruction may not accept part-time or overtime work.

Article 147

The Minister of Health and Social Welfare, in agreement with the Council for Higher Medical Schools and the labor unions, determines the character and sphere of medical, prophylactic, and diagnostic (medico-diagnostic services, post-graduate education, specialistic institutional supervision) activity conducted in medical schools on behalf of the health protection system, and the principles of remuneration for these activities.

Article 148

1. The remuneration of a research-teaching employee consists of basic pay and supplementary compensation.
2. The amount of remuneration for research-teaching employees is determined according to principles described in law--the Teacher's Charter--with the following interpretation:
 - 1) it shall be equal to the remuneration of [non-university] school teachers in cases of comparable positions;
 - 2) it shall be correspondingly [to academic qualifications] higher for the positions of professors and docents;
3. The Council of Ministers, in agreement with the labor unions, determines, by a decree, the amount of and the principles for payment of basic compensation, the principles of classification and promotion for research-teaching employees, the kinds and amount of supplements to the basic remuneration and principles of apportionment.
4. A research-teaching employee retains the right to compensation for periods of illness or other justified absence from work.

Article 149

1. Research-teaching employees shall be entitled to a supplement for uninterrupted work in school, called the supplement for years of service, in the amount of 1% of basic pay for each year of work, payable monthly beginning in the fourth year of employment; this supplement may not exceed 20% of the basic pay.

2. Research-teaching employees employed for over 20 years not later than on Jan. 1, 1983, and the remaining employees not later than on Oct. 1, 1984, qualify for entitlement to the supplement for years of service.
3. The Minister of Science, Higher Schools and Technology, in agreement with the Minister of Labor, Wages, and Social Affairs, and the labor unions, determines the unique cases of qualifying periods of employment for entitlement to the supplement for years of service.

Article 150

1. A research-teaching employee has the right to 6 weeks of furlough a year during a period that is free from didactic instruction.
2. A research-teaching employee acquires the right to his/her first furlough on the day of assuming employment; in the case employment begins during the academic year, the furlough shall decrease proportionately to the period of employment in that academic year.
3. A university teacher acquires the right to his/her next and successive furloughs on the day of assuming teaching in a given academic year.
4. Should a research-teaching employee be unable to use his/her furlough in its entirety or in part during a period free from didactic instruction because of: inability to work resulting from illness or seclusion caused by a contagious illness; maternity leave; participation in military exercises; or short term military training, such employee shall be entitled to the monetary equivalent of the unused period of furlough, but not more than 6 weeks, providing the dissolution of the work relationship was not precipitated by reasons that cause a loss of the right to furlough.
6. The provisions of para. 5 apply to research-teaching employees who have worked for at least 1 year.
7. Should a research-teaching employee fail to utilize the furlough he/she is entitled to for reasons beyond his/her control, such an employee shall be entitled to a furlough during a period free from didactic instruction.

Article 151

1. A research-teaching employee has the right to a furlough with or without pay, for the purposes of scientific, artistic, or professional education pursuits.
2. A research-teaching employee who is preparing his/her doctoral dissertation has the right to exemption from didactic and other responsibilities in school for a period not exceeding 6 months, providing that the development of the dissertation justifies such an exemption.
3. Professors, docents, and other research-teaching employees with a degree of doctor habilitatus have the right to benefit from a yearly scientific or artistic sabbatical for each 7 year period of employment. The employees who use such a sabbatical may not accept gainful employment for its duration.
4. A research-teaching employee has the right of up to one year of furlough for recovery of health. The principles and the appropriate organs for granting such a furlough are determined by a decree of the Council of Ministers after consulting the opinion of the Main Council and in agreement with labor unions.
5. The Council of Ministers, after consulting the opinion of the Main Council and in agreement with labor unions, determines, by a decree, the principles

and procedure for granting the furloughs contemplated in para. 1 to 4, the maximum duration of furloughs mentioned in para. 1, the principles for computation of the periods justifying entitlement to the furlough contemplated in para. 3, and the organs authorized to pronounce decisions in these matters.

Article 152

1. A research-teaching employee who accepts supplemental employment not exceeding one-half [regular] time has the duty of notifying the school rector of such employment. In justified cases, the rector may voice his objection to such an employment.
2. The Minister of Science, Higher Schools and Technology, in agreement with the Main Council and after consulting labor unions, determines the principles for permitting supplemental employment in excess of 1/2 [regular] time.

Article 153

1. A research-teaching employee has the right to a post-graduate education and other forms of professional improvement at the expense of the school.
2. The Council of Ministers, in consultation with labor unions, determines the extent and forms of the assistance devised for the employee mentioned in para. 1.

Article 154

Research-teaching employees are entitled to additional housing space in the form of an extra room. This entitlement applies equally to retired employees. Should the regulations in force contemplate higher rents as a result of an extra room, the research-teaching employees are exempted from paying the additional amount. The Minister of Science, Higher Schools and Technology, in agreement with the Minister of Administration, Local Economy and Environmental Protection, determines the principles for assignment of the additional housing space.

Article 155

Research-teaching employees shall be entitled to the rights of creative artists in the area of:

- 1) protection of author's rights;
- 2) honorarium for original work performed under a contract;

Article 156

Research-teaching employees and the members of their families have the right to the benefits of retirement stipulated in the provisions for comprehensive retirement benefits for workers and their families, taking into account the provisions of this law.

Article 157

The basis of a retirement or disability pension for a research-teaching employee who qualifies for retirement or disability pension is determined according to principles described in the provisions for comprehensive retirement benefits for

workers and their families; all supplements and awards for professional achievements received in the period used for computation of a pension or annuity shall be included in the basis.

Article 158

1. Research-teaching employees who are entitled to a retirement pension and who have worked for at least 15 years in the school, or those entitled to a disability pension and who have worked for at least 5 years in the school, are entitled to a supplement to their pension in the following amounts:

1) 20%, if the entitled person performed the functions of professor, docent, adjunct, senior accredited curator or accredited curator, senior [teaching] assistant or [teaching] assistant;

2) 10%, if the entitled person performed functions other than those enumerated in pt. 1;

2. The supplement mentioned in para. 1 is allowed regardless of any supplement on account of state decorations.

3. The provisions of para 1 and 2 apply to research-teaching employees who will go on retirement or disability pension after the date this law goes into effect and to those who went on retirement or disability pension before that date.

4. The supplement for research-teaching service is also allowed in the cases of disability pensions based on work accidents and occupational diseases.

5. The Minister of Labor, Wages, and Social Affairs, in consultation with the Minister of Science, Higher Schools and Technology, determines, by a decree, the work periods that entitle the supplements mentioned in para. 1 and the detailed principles for the granting and computation of those supplements.

Article 159

1. A retirement or disability pension and all the supplements for research-teaching employee may not exceed 100% of the basis.

2. The retirement or disability pensions of research-teaching employees are subject to continuous readjustment as the remuneration of active research-teaching employees increase.

Article 160

1. The employment status of a research-teaching employee is one of the following: a permanent appointment, an appointment for an indeterminate or a specific period, or a labor contract.

2. The initial school employment of a research-teaching employee takes place after the conducting of a contest for the position; the school statute determines the principles and procedures [of such a contest].

Article 161

A professor or docent has a permanent appointment.

Article 162

The employment status of a research-teaching employee for whom the school is a secondary place of work or who is employed part-time is based on a work contract for an indeterminate or specified period.

Article 163

1. In exceptional cases, persons with documented outstanding and creative scientific, artistic, or practical accomplishments acquired outside higher education, but not possessing academic degrees and titles, may be employed in the positions of contracted docent or professor on the proposal of a faculty council.
2. A contracted professor or docent may not assume the functions of rector, dean, or director of an institute, nor participate in the procedure for conferring academic degrees or titles. This limitation does not apply to art schools.
3. The employment status of persons described in para. 1 is based on a work contract for a specified time period.
4. The form of procedure for pre-employment evaluation of the qualifications of persons mentioned in para. 1 is determined by the Minister of Science, Higher Schools and Technology, in agreement with the Main Council and the Central Qualification Commission for Academic Cadres.

Article 164

1. Appointment to the position of an intern [teaching] assistant is for one year.
2. Appointment to the positions of [teaching] assistant or senior [teaching] assistant is for 3 years and may be renewed for 5 years. The total period of employment at the positions of [teaching] assistant and senior [teaching] assistant may not exceed 8 years.
3. Employment of senior [teaching] assistants may be further extended for an additional 3 years in fields of study determined by the Main Council.
4. Nomination for the position of an adjunct is for 5 years, and may be renewed for another 4 years.
5. An adjunct who has received a degree of doctor habilitatus is nominated for an indeterminate period.
6. An adjunct with an academic degree of doctor and possessing significant scientific and didactic accomplishments may be appointed to the position of an adjunct for an indeterminate period. The nomination is based on a resolution of the school senate, enacted on a proposal from the faculty council, after consulting the opinion of experts in a given scientific field who are not employed in the school. The proposal of a faculty council shall be submitted one year before the expiration of the last period for appointments.
7. The duration of periods described in para. 1, 2 and 4 is suspended during maternity leave, child care leave, health restoration leave or military service of an employee and for the duration of a furlough related to employment outside the school for the purpose of acquiring practical skills useful in discharging the duties of a research-teaching employee.
8. In exceptional cases, the period for appointment to the positions of [teaching] assistant, senior [teaching] assistant, or adjunct, may be extended until completion of a doctoral or habilitatus procedure, provided that prior to the expiration of the appointment period the doctoral dissertation has received positive reviews, and the habilitatus dissertation has been accepted for publication.

Article 165

1. The appropriate minister shall appoint to the positions of professor or docent on the proposal of the Senate and after consulting the opinion of the faculty council. The decision on appointment to the position of professor shall be made within 3 months from the acquisition of the appropriate academic title, and the decision on appointment to the post of docent shall be made within 3 months from the date of the submission of the proposal.
2. The school rector shall appoint to the positions of research-teaching employees described in Article 131, para. 2, pts. 3 through 6, on the proposal of the dean, evaluated by the faculty council.

Article 166

In the non-state schools, the school statute determines the appropriate organs for the hiring of research-teaching employees, and the form of the procedure in these matters.

Article 167

1. A research-teaching employee may be transferred, with his/her approval or on his/her petition, to another school in the same or different location.
2. The organ responsible for appointment to the new position is the appropriate organ for deciding on the matter of employee transfer, with the approval of the appointing organ of the old position.
3. A research-teaching employee may be required to conduct didactic work in another school in the same locality, in order to make up the mandatory amount of work hours.
4. The transfer of a professor or a docent is preceded by consulting the opinion of the senates of both schools; transfer of other research-teaching employees is preceded by consulting the opinion of the appropriate faculty councils.
5. The research-teaching employee transferred to another location is entitled to settlement assistance in an amount equal to 6 months of recent basic salary and supplements, and reimbursed for moving costs according to principles applicable to state employees which are described in separate rules. The employing school shall provide appropriate housing for the employee.
6. The transferred research-teaching employee who changes his residence is exempted from employment obligations for a period of one month.

Article 168

In the case a school is abolished or modified in such a way that it is impossible for an appointed research-teaching employee to continue in the same position, and the employee does not consent to transfer to an equal position in the same or a different school, institute, or scientific institution, in the same or a different location, the appropriate minister, on petition from such an employee, transfers him/her into inactive status which shall last not longer than 6 months, or, in the alternative, dissolve the employment relationship and disburse a discharge payment in an amount equal to 6 months of basic pay.

2. A research-teaching employee with an inactive status retains entitlement to basic remuneration and to other employment benefits.

3. Should the possibility of employing a research-teaching employee reoccur in the same school and at the same position, the appropriate minister is required to first employ those employees with an inactive status. If the employee declines to accept the offered position, the work relationship terminates at the day of the refusal.

Article 169

1. The employment relationship between a research-teaching employee and the employer terminates:

- 1) upon request of the employee, submitted at least 3 months prior to the end of the academic year, or with the consent of both parties at anytime;
- 2) in the case of a permanent disability to conduct research-teaching work caused by illness and documented by medical evaluation, with maintenance of base pay for three months.
- 3) in the event of a temporary inability to work caused by an illness; if the duration of the illness exceeds one year, in especially justifiable cases the period of absence from work may be extended over one year, but not more than two years, including leave for health recuperation, provided that a medical panel certifies an improvement in health and a possibility of return to work;
- 4) at the end of an academic year in which an employee, but not a professor or a docent, has reached retirement age according to the rules of the comprehensive retirement provisions;
- 5) at the end of an academic year in which an employee serving in the post of professor or docent has reached the age of 70; a professor or docent who has reached the age of 65 or 60, for men and women respectively, may retire on his own request according to the rules of the comprehensive retirement provisions;
- 6) at the end of an academic year at the request of an employee who has reached the age of 60 and has worked for 30 years in the school or has reached the age of 55 and has worked for 25 years in school, for men and women respectively;
- 7) when research or didactic performance is in gross contradiction of the fundamental duties of school employees; termination of the employment relationship of an academic teacher who functions as a professor requires consent from the Council of State.

2. The organ entitled to appoint to a given position is the proper organ for rendering the termination decision in the situations described in para. 1.

pts. 2 and 3, and for affirmation of the termination in the situations described in para. 1, pts. 1 and 4 to 7.

3. The Minister of Health and Social Welfare determines the principles, procedures and the appropriate organs responsible for medical certification of the illness mentioned in para. 1, 2 and 3.

Article 170

1. The employment relationship of a research-teaching employee terminates by lay in the event of:

- 1) lawful punishment of dismissal from work through a disciplinary procedure;
- 2) lawful sentencing depriving [the research-teaching employee] of civil rights or the rights to engage in a given profession;
- 3) expiration of 3 months of imprisonment;

- 4) loss of academic title;
- 5) expiration of the term of employment;
- 6) expiration of 6 months period of inactive status;
2. Refusal to renew an employment relationship with an adjunct, senior [teaching] assistant, [teaching] assistant, and intern [teaching] assistant is allowed only after a collegial organ indicated in the school statute determines that the employee, at his fault, is not making sufficient progress in his/her professional development or is failing to produce satisfactory results in his/her didactic work. The involved employee shall be notified in writing of such a finding. The employee has the right to appeal the unfavorable evaluation through the procedure indicated in the school statute.
3. Notification from the school rector of non-renewal of the employment relationship shall be transmitted to the involved employee engaged in the post of an adjunct or senior [teaching] assistant not later than 6 months before the beginning of the new academic year, and in the case of an intern [teaching] assistant or [teaching] assistant, not later than 3 months before the expiration date of the appointment.
4. The appointing organ shall approve the termination of employment relationship in the situations mentioned in para. 1.

Article 171

1. The employment relationship involving an adjunct appointed for an indeterminate period may be dissolved after a 12 month notice, effective at the end of the academic year. The provisions of Article 170, para. 2 and 3, are correspondingly applicable.
2. The evaluation of the qualifications of adjuncts employed for an indeterminate period is conducted in the manner indicated in the school statute after each 5 year period of employment.

Chapter 3

Teaching employees

Article 172

The teaching school employees are:

- 1) the teachers of core subjects;
- 2) language teachers;
- 3) physical education teachers;
- 4) accompanists;
- 5) the teachers of course on defense and ancillary subjects;
- 6) the teachers of vocational subjects and practical training in a profession;

Article 173

Teachers of the core subjects and the accompanists are employed in the positions of:

- 1) senior lecturer;
- 2) lecturer;
- 3) junior lecturer;

Article 174

Language teachers are employed in the positions of:

- 1) senior lecturer;
- 2) lecturer;
- 3) lector;
- 4) intern lector;

Article 175

Teachers of physical education are employed in the positions of:

- 1) senior lecturer;
- 2) lecturer;
- 3) instructor;
- 4) intern instructor;

Article 176

1. A person employed in the position of senior lecturer or lecturer shall possess at least a diploma of Master or other equivalent diploma. Such a person should have qualifications for independently conducting didactic work in the school.
2. The Minister of Science, Higher Schools and Technology, in agreement with the Main Council, determines the qualifications required for the positions of senior lecturer and lecturer.

Article 177

1. The appropriate minister, in agreement with the Main Council and the labor unions, determines the qualifications required for employment in didactic positions, (with the exception of the employees described in Article 176) and the principles for promotion of teaching employees.
2. The mandatory volume of teaching work is:
 - 1) 300 hours a year for a senior lecturer;
 - 2) 360 hours a year for a lecturer;
 - 3) 540 hours a year for the remaining teaching employees.
3. The volume of didactic work and the principles of remuneration for teaching employees mentioned in Article 172, pt. 6, are determined by the provisions of the law--the Teacher's Charter.

Article 178

1. The school rector appoints to the position of teaching employee; the appointment is for an indeterminate period.
2. Employment for a specific period of time is based upon a labor contract.
3. A proposal for promotion of a teaching employee or for the appointment of such an employee to the post of senior lecturer or lecturer is accompanied by the opinion of the collegial organ described in the school statute.

Article 179

The provisions of Articles: 132; 133; 144, para. 1, pt. 2-4; 145, para. 1-3, 8; 146, para. 1, and 3-5; 148 through 150; 151, para. 1, 2, 4, and 5; 152

through 157; 158, para. 1, pt. 1 shall be correspondingly applicable to the appointed teaching employees in the positions of senior lecturer and lecturer; the foregoing and Article 158, para. 1, pt. 2, shall be applicable to the remaining teaching employees as well as Articles 159; 162; 167; 168; 169, para. 1, pt. 1-4, 6, 7, para. 2, 3; 170, para. 1, pt. 1-3, 5, 6, para. 4; 171, para. 1.

Article 180

The school rector may contract out the conducting of lectures, classes, and other didactic activities. The persons performing these tasks on the basis of such a contract are not entitled to the privileges of university teachers.

Chapter 4

Research employees

Article 181

1. In order to fulfill the research tasks of the school, research employees may be employed in positions corresponding to the positions of teaching employees.
2. The provisions applicable to research-teaching employees, with the exception of Articles 145; 146; 151, para. 2-4; and 163 are also applicable to persons employed in research positions.
3. The provisions for scientific institutes apply to research employees in regard to the areas not regulated in this law.

Chapter 5

Common clauses

Article 182

A university teacher may be awarded:

- 1) an honorary title of "Meritorious Teacher of the Polish People's Republic";
- 2) The "National Education Commission Medal";

Article 183

1. The honorary title of "Meritorious Teacher of the Polish People's Republic" may be awarded to deserving university teachers for outstanding accomplishments in didactic and research work over many years.
2. The provisions of Article 50, para. 2, 3, of the law--the Teacher's Charter --are correspondingly applicable.

Article 184

1. The "National Education Commission Medal" shall be awarded to university teachers and other persons for special contributions to education and upbringing.
2. The Minister of Education and Upbringing, on the request of the Minister of

Science, Higher Schools and Technology, awards the "National Education Commission Medal".

3. The provisions of Article 51, para. 3, of the law--the Teacher's Charter--are correspondingly applicable.

Article 185

1. University professors are awarded the "Cavalier Cross of the Order of the Renaissance of Poland" [Polonia Restituta] for 20 years of especially distinguished didactic-upbringing work.

2. The remaining university teachers are awarded:

1) the "Gold Cross of Merit" for 20 years of distinguished didactic-upbringing work;

2) the "Cavalier Cross of the Order of the Renaissance of Poland" for 30 years of especially distinguished didactic-upbringing work.

3. The provisions of para. 1, 2, are applicable to retired and disabled university teachers without regard to the date of their retirement or disability.

Article 186

A school employee whose employment relationship has been terminated because of retirement has the right to a one time payment in the amount of 3 months of the latest salary, providing his/her employment in the school exceeds 10 years.

Article 187

1. Beginning January 1, 1981, an institutional fund, described in the provisions for the principles of creation and distribution of institutional award funds and institutional social and housing funds, shall be established in all schools. The institutional fund for awards is contributed to in the amount of 4% in 1981, and 8.5% in the following years.

2. The special award fund for research and didactic accomplishment by academic teachers, is retained in the amount of 2% of the planned yearly salary fund.

3. The special award fund for employees who are not academic teachers is retained in the amount of 1% of the planned yearly salary fund.

4. The principles for the distribution of the funds mentioned in para. 2 and 3 and the awarding of prizes from these funds is determined by the Minister of Science, Higher Schools and Technology, after consulting the opinion of the Main Council and with agreement of labor unions.

Article 188

1. The school employees receive anniversary prizes for many years of service in the amount of:

1) 75% of monthly salary--for 20 years of service;

2) 100% of monthly salary--for 25 years of service;

3) 150% of monthly salary--for 30 years of service;

4) 200% of monthly salary--for 35 years of service;

5) 300% of monthly salary--for 40 years of service;

2. The awards mentioned in para. 1 shall be available not later than January 1, 1983.

Article 189

1. A social fund in the amount of 5% of the anticipated yearly salary fund shall be created for employees of the school.
2. A social fund in the amount of 5% of the retirement and disability fund shall be created for retired and disabled university teachers.
3. A housing fund in the amount of 3% of the anticipated yearly salary fund shall be created for school employees.
4. The provisions mentioned in para. 1-3 shall be implemented not later than January 1, 1984.

Article 190

1. A university teacher who is being employed for the first time immediately after graduation from a higher school receives a one time allowance for settlement in the amount of 2 months of basic salary.
2. The allowance mentioned in para. 1 shall be returned if there is a dissolution of the employment relationship on the request of the employee or at his/her fault, prior to expiration of a 3 year period of employment. In justified cases the school rector, in agreement with labor unions, may release the employee, in full or in part, from the obligation to repay the allowance.

Article 191

Active and retired or disabled school employees and their spouses are entitled to a 50% ticket price discount for railroad travel in conformance with the principles described in other regulations.

Article 192

1. University teachers may be required to perform didactic duties on an overtime basis in special cases, justified by the necessity to fulfill the teaching program. The amount of overtime work may not exceed 1/3, or 2/3 if the employee consents, of the mandatory volume of didactic work.
2. Pregnant women and those nursing a child up to the age of four may not be engaged in overtime work, without their consent.

Article 193

The principles for the employment of foreigners in the position of university teacher, and their rights and duties are determined by a decree by the Council of Ministers, after consulting the opinion of the Main Council and in agreement with labor unions.

Article 194

The school statute determines the forms of the procedure for addressing the matters mentioned in this chapter.

Chapter 6

Disciplinary accountability of university teachers

Article 195

University teachers are disciplinarily accountable for conduct not befitting the dignity of university teachers, for violating the norms of social coexistence, or for gross violation of a teacher's duties.

Article 196

1. The disciplinary penalties administered by disciplinary commissions are:

- 1) reprimand;
- 2) censure;
- 3) censure with loss of the right to perform supervisory functions in the school for a period of one to five years;
- 4) censure with warning;
- 5) dismissal from work;

2. For lesser disciplinary infractions the school rector may discipline a university teacher with a written admonishment.

3. On the request of an employee disciplined by reprimand, the disciplinary commission adjudicates the matter through an ordinary proceeding. In such cases the commission may affirm the penalty of reprimand.

Article 197

1. Disciplinary matters for university teachers are adjudicated by:

- 1) the school disciplinary commissions--in the first instance;
 - 2) the disciplinary commission of the Main Council--at the appellate level;
2. The school disciplinary commission is an elected organ. The school statute determines the procedure for elections.
3. The disciplinary commission of the Main Council is appointed by the Council based on recommendations by the chairman.

Article 198

1. The disciplinary advocates are appointed:

- 1) by the school rector from the school employees, for adjudication in the first instance;
- 2) by the Minister of Science, Higher Schools and Technology, from the employees of all schools, for appellate adjudication;

2. A disciplinary advocate initiates an investigative procedure on the request of a rector or the Minister of Science, Higher Schools and Technology and is required to inform them of the findings.

3. The decision to drop disciplinary charges and cease the disciplinary proceedings is pronounced by the disciplinary advocate and approved by the school rector or the Minister of Science, Higher Schools and Technology. In cases of the disapproval of a decision by the advocate, the school rector or the Minister of Science, Higher Schools and Technology may assign another disciplinary advocate to reinstate the disciplinary proceedings. A second decision by the disciplinary advocate to drop the charges and cease the investigative proceeding

is not open to disapproval by the rector or the Minister of Science, Higher Schools and Technology.

4. The school Senate or the Main Council may compel a rector or the Minister of Science, Higher Schools and Technology to direct the disciplinary advocate to conduct an investigatory proceeding and present the findings to the senate or Main Council.

Article 199

1. During the investigatory proceeding and after the bringing of disciplinary charges to the disciplinary commission, the commission, on the recommendations of the advocate, may suspend the school employee in his duties, if the seriousness and credibility of the accusations support the suspension, or when the continuation of work duties by the accused is affected by the procedure.

2. After a recommendation for disciplinary action has been submitted to the disciplinary commission, the commission may suspend the employee in his/her duties, without such a recommendation by the advocate.

3. The suspension of an employee from his duties may not exceed a period of 6 months, unless the disciplinary proceeding has been recessed for the duration of a concurring criminal procedure. In such an event, the suspension may extend until the criminal procedure has been juridically completed.

4. The accused is entitled to appeal a decision of suspension to the disciplinary commission of the Main Council.

Article 200

1. The disciplinary commissions for school employees are independent in their adjudication.

2. The initiation of procedures by another organ, or the results of a procedure conducted by another organ do not bar the instituting of a disciplinary procedure against the school employee for the same offense.

3. The disciplinary commissions for school employees are not bound by the pronouncements or decisions of other organs.

Article 201

The accused has the right to receive the assistance of a defender selected from the school employees.

Article 202

1. No disciplinary procedure may be initiated after the expiration of a term of 6 months from the date of the notification of the school organs (mentioned in Article 33, para. 2) about a disciplinary infraction, or after 3 years from the date an offense has been committed.

2. When a disciplinary offense also constitutes a crime, the period of limitation for disciplinary action is identical to the period of limitation for prosecution for that crime.

3. The termination of school employment after an offense has been committed does not bar the initiation of disciplinary proceedings.

Article 203

1. Expunction of disciplinary penalties takes place automatically:
 - 1) after the expiration of 3 years from the date an adjudication resulting in reprimand or censure becomes legally effective;
 - 2) after the expiration of 5 years from the time an adjudication resulting in censure with warning becomes effective;
 - 3) after the expiration of 5 years from the time of completion of the penalty mentioned in Article 196, para. 1, pt. 3;
2. The organ which enunciated the disciplinary penalty may pronounce expunction of the penalty, after the expiration of 2 years from the date the penalty becomes legally effective, on the request of the penalized employee or the disciplinary advocate.
3. The disciplinary penalty of dismissal from work may be expunged by the disciplinary commission of the Main Council, on the request of the penalized employee or the disciplinary advocate, after the expiration of 5 years from the time the penalty becomes legally effective.

Article 204

The Council of Ministers determines, by a decree, the principles and form of the disciplinary proceedings and the execution and expunction of disciplinary penalties, after consulting the opinion of the Main Council and labor unions.

Chapter 7

Other School employees

Article 205

The employees enumerated in Article 130, para. 3 are employed through a work contract. The work contract is executed by the school rector or an organ authorized by him, on the request of the director of the appropriate organizational unit of the school.

Article 206

1. Scientific-technical employees are persons employed in the school for the performance of specialized tasks.
2. The responsibilities of scientific-technical employees include in particular:
 - 1) participation in research work and assistance in scientific exploration;
 - 2) assistance in the preparation for and conducting of didactic work;
 - 3) performing research-service work (experimental, engineering, medical, and other);
3. The responsibilities of scientific-technical employees in the area of patent protection include directing the totality of the work related to the protection of intellectual and inventive property.

Article 207

1. Scientific-technical employees are employed in the school in the positions of:

- 1) senior specialist or patent advocate;
- 2) specialist;
- 3) junior specialist;
2. Persons who possess a diploma of Master, Master of Engineering, Engineer, Doctor of Medicine, or equivalent, and who have demonstrated professional achievement may be employed in the positions of senior specialist or patent advocate.
3. Persons with a diploma of Master, Master of Engineering, Engineer, Doctor of Medicine, or the equivalent, and who have completed an appropriate professional internship may be employed in the position of specialist.
4. Persons with a diploma of Master, Master of Engineering, Engineer, Doctor of Medicine, or the equivalent, may be employed in the position of junior specialist.
5. The Council of Ministers, after consulting the opinion of the Main Council and with the agreement of labor unions, determines the details of the requirements for the positions enumerated in para. 1, the work hours, and the principles of remuneration for research-technical employees.

Article 208

1. Engineering-technical employees are persons employed in the school to assist in scientific research and teaching.
2. The responsibilities of engineering-technical employees include in particular:
 - 1) performing research-service work (experimental, engineering, medical, and other);
 - 2) assisting in the conduct of the didactic programs;
 - 3) performing assistance tasks in scientific research.

Article 209

The Council of Ministers, after consulting the opinion of the Main Council, and in agreement with labor unions, determines the types of positions for engineering-technical employees employed in school, the detailed prerequisites for the positions, the work hours, and the principles of remuneration for work.

Article 210

1. Library service employees are employed in the school in the following positions:
 - 1) curator;
 - 2) senior librarian;
 - 3) librarian;
 - 4) junior librarian;
 - 5) library assistant;
 - 6) senior library warehouseman;
 - 7) library warehouseman;
2. The archivists of the scientific information service are employed in the school in the positions of:
 - 1) senior archivist;
 - 2) archivist;
 - 3) junior archivist;
 - 4) senior technical archivist;

- 5) technical archivist;
- 6) junior technical archivist;
- 3. Separate provisions shall determine the qualifications required for the positions enumerated in para. 1 and 2, and the principles of hiring and remuneration for persons employed in these positions.

Article 211

The Council of Ministers, after consulting the opinion of the Main Council and in agreement with labor unions, determines the list of positions for employing information workers, the required prerequisites for these positions, the work hours, and the principles of remuneration.

Article 212

1. The Council of Ministers, after consulting the opinion of the Main Council and in agreement with labor unions, establishes a list of positions described in Article 130, para. 3, pt. 5, the qualifications for those positions, work hours, and the details of the principles for hiring and remuneration for those positions.

2. Separate provisions or collective labor agreements shall determine the list of positions for employees described in Article 130, para. 3, pt. 4, 6, the qualifications required for those positions, the details of the principles for hiring and remuneration of those employees, and their social entitlements.

Part 5

Changes in the provisions in force; transitional and final provisions

Article 213

The following changes are hereby made in the law on assembly (DZIENNIK USTAW [Legal Gazette], No. 20, item 89, March 29, 1962, and No. 12, item 115, 1971):

- 1) Article 4, para. 1, pt. 6, shall be deleted;
- 2) the present content of Article 3 shall become para. 1 and the following shall be added as para. 2:

"2. The provisions of the law shall not be applicable to on campus student assemblies organized according to the principles of Article 129 of the law on higher education of May 4, 1982."

Article 214

The following shall be added as para. 3 to Article 2 of the law of March 21, 1965, on academic degrees and titles (DZIENNIK USTAW, No. 32, item 192, 1973):

"3. With regard to the organizational units of higher schools, the authority of the Minister of Science, Higher Schools and Technology shall be accorded the Main Council for Science and Higher Schools."

Article 215

The words "and the provisions of the law 'Charter of rights and responsibilities of the teacher'", shall be deleted from Article 54, para. 1, of the law of March 31, 1965 on higher military education (DZIENNIK USTAW, No. 32, item 190, 1973).

Article 216

1. The Main Council, the Council for Higher Art Schools, the Council for Higher Medical Schools, and the Council for Higher Physical Education Schools, shall convene within 3 months from the date this law goes into effect.
2. In order to conduct the first elections to the Main Council, the present Main Council for Science, Higher Schools and Technology shall determine the number of electors in proportion to the number of professors and docents with a degree of doctor habilitatus, and other doctors who are employed in individual schools, and determine the procedure for elections according to rules mentioned in Article 18, para. 1 through 3.
3. Only those persons who have the right to be elected may be nominated as candidates for membership in the Main Council.
4. The elections shall be conducted by secret ballot.
5. Until the Main Council, the Council for Higher Medical Schools, the Council for Higher Art Schools, and the Council for Higher Physical Education Schools are convened in their new composition, their functions shall be carried out by the corresponding councils elected on the basis of the current provisions.

Article 217

1. The appropriate school organs shall enact statutes and regulations required by law within 1 year from the date the law goes into effect.
2. Until the new statutes and regulations are enacted, the provisions of the current statutes and regulations shall be in force, providing they are not inconsistent with the new law.
3. In regard to schools that do not have statutes and regulations at the moment the law goes into effect, the matters which are referred by the law to the provisions of statutes and regulations, in the area determined by para. 2, shall be resolved according to the principles established by current practice, providing they do not contravene the provisions of the new law.
4. In case there should be incertitude with regard to the interpretation of the current statutes and regulations or the established practices by the school organs, the school senate shall resolve those inconsistencies.

Article 218

1. The higher schools relegated to the provisions of the Nov. 5, 1958 law on higher education (DZIENNIK USTAW no. 32, item 191, 1973) shall be deemed the higher schools within the meaning of the new law, at the date the law goes into effect.
2. Proposals re the establishment, merger, modification, or dissolution of a school, or re changes in the school's internal structure that were submitted, but not resolved, before the day the new law goes into effect, shall be ruled on and decided according to the principles and procedures of the new law.
3. The independent facilities of a research-teaching character that have been established on the basis of the current provisions prior to the date the new law goes into effect, and the organizational units of schools created on the basis of the provisions for the cooperation of higher schools with the units of socialized economy prior to the date the new law goes into effect, shall operate on the basis of their statutes. The provisions of Article 217, para. 3 and 4, shall be correspondingly applicable to those organizational units of schools.

Article 219

1. Without affecting the provisions of Article 27, the existing school branches shall become either the off-campus school faculties or be eliminated within a period of time that would allow completion of the teaching program.
2. The appropriate minister, in consultation with the Main Council, make decisions on the matters described in para. 1.

Article 220

1. The term of collegial school organs, acting at the time the law goes into effect, shall remain unaffected and their composition adjusted to the provisions of the new law.
2. Those one-person school organs which were installed in office prior to the date the law goes into effect shall carry out their functions to the end of the term for which they were elected or appointed, even if they do not satisfy the requirements of the new law.

Article 221

The current provisions are applicable to disciplinary matters initiated prior to the date the law goes into effect, unless the provisions of the new law are more advantageous to the accused.

Article 222

The persons employed in the position of a docent without an academic degree of doctor habilitatus at the time the law goes into effect, shall retain that position.

Article 223

Students in doctoral programs have the right to complete their study in the current form and retain their previous privileges.

Article 224

1. The provisions of this law govern the employment relationships entered into before the effective date of the law.
2. The employment status of the research-teaching employees performing the functions of intern [teaching] assistant, [teaching] assistant, and senior [teaching] assistant on the basis of the current provisions, shall be converted into an appointment employment status for a specified period, according to provisions of Article 164, para, 1, 3, 7 and 8. The term of employment in the positions described in Article 164, para. 2 and 3, is inclusively computed, taking under consideration the current provisions and the provisions of this law.
3. The employment status of a research-teaching employee serving the function of an adjunct on the basis of the current provisions is converted on October 1, 1982 into either a permanent appointment employment status (Article 161) or a specified time employment status, depending on the position occupied by the employee.

Article 225

Disputes involving claims based on the employment status of research-teaching employees are controlled by arbitration procedures provided in the Labor Code, regardless of the type of the employment status.

Article 226

Employees who are awarded anniversary prizes on the basis of the current provisions shall retain those prizes until the awards contemplated in Article 188 are introduced.

Article 227

The provisions of Article 159 apply, beginning on January 1, 1983, to the retirement and disability pensions awarded prior to the time the law goes into effect.

Article 228

The provisions of the current executive acts shall remain in force until the new executive provisions contemplated in the law are enacted, unless they are inconsistent with this law.

Article 229

1. The provisions of law (of March 31, 1965) on higher military schools (DZIENNIK USTAW, No. 32, item 190, 1973) shall correspondingly apply to higher schools under the supervision of the Minister of Internal Affairs.
2. The authority of the Minister of National Defense, contemplated in the law mentioned in para. 1, with regard to higher schools under the supervision of the Ministry of Internal Affairs, is relegated to the Minister of Internal Affairs, and the authority of the Council of Higher Military Schools shall be relegated to the Council for Higher Education of the Ministry of Internal Affairs.

Article 230

1. The provisions in Part 4 of this law shall not apply to soldiers in active military service who have been delegated to work outside the military as university teachers in military training programs in schools or in other organizational school units.
2. The soldiers mentioned in para. 1 may be awarded the honorary title of "Meritorious Teacher of the Polish People's Republic" or the "National Education Commission Medal."

Article 231

The term "appropriate minister" used throughout this law shall mean the minister (or the head of a central organ of state administration) who is responsible for supervision over the activities of a given school.

Article 232

The following laws are repealed:

- 1) the law of November 5, 1958 on higher education (DZIENNIK USTAW No. 32, item 191, 1973);
- 2) the law of March 29, 1962 on higher arts education (DZIENNIK USTAW No. 6, item 48, 1969; DZIENNIK USTAW No. 12, item 89, 1973);
- 3) the provisions pertaining to university teachers employed in higher schools, in the law of April 27, 1972--known as the Charter of rights and responsibilities of the teacher (DZIENNIK USTAW No. 16, item 114; No. 12, item 89, 1973; No. 11, item 43, 1977);

Article 233

This law goes into effect on September 1, 1982.

Chairman of the Council of State:
H. Jablonski

Secretary of the Council of State:
E. Duda

9952

CSO: 2600/647

ROMANIA

VIEWS OF POET EMINESCU ON NATIONALITY ISSUE CITED

Bucharest SAPTAMINA in Romanian 18 Jun 82 p 3

[Article by Constantin Sorescu]

[Text] The constant of Eminescu's extensive incursion into the problems of the era is the imperative for development of Romanian society within the limits of respect for the national character, truth, morals and what is beautiful. Eminescu has the courage to brand the psoriasis which at a critical point in national history was threatening the Romanian spirit, along with the Junimists participating through his deeply motivated criticism in safeguarding and ennobling it. He is part of those who, destroying the frame settlements of the feeble spirit and the monstrous personifications of the wicked one, clean up the place and build new, phosphorescent, monumental buildings on their ruins.

It has been said that Eminescu was a fanatic, and some still believe it today and even say it, as "subtly" as possible; that he praised excessively or denigrated without scruples. Which is not true at all. He set for the patriot a code of behavior, whose basic principle is objectivity designated by various synonyms: "The more we love our country and people, the more we shall have to arm our minds with cold impartiality and not overexcite our thinking" ("Literary Conversations," 1 August 1876, p 165 in Volume IX) and "A very warm heart and very cold heart are required of a patriot called on to guide his people and the fanaticism of love of country, the most passionate fanaticism, in no way halts the brain from being cold and directing its activity with certainty, from annihilating the true cause of evil and eradicating it with iron perseverance. Just as a doctor does not combat just the symptoms but the cause of a disease and will advise eliminating the environment in which it was caused, so, too, we shall view the individual of Romanian nationality in his development and, comparing him with the standards of society's physiological laws, we shall show from whence the disorders in the people's economic life should have come -- disorders which made him accessible to foreign economic influence." (Ibid., pp 165-166). Of course, here, Eminescu was expressing the desirability of objectivity with thought of a certain area of Romanian life, but we understand that he was projecting it in its totality.

As a result, nothing unobjective puts its mark on the spiritual portrait which, depending on a thorough knowledge of national history and on the constructions of Romanian collectivity, he designs with the fine ink of independent spirit. Having in his breast a very warm heart and a very cold heart. Eminescu always

writes having in his imagination, before his eyes, the unique and not-to-be-confused figure of our spirituality. Depending on the urgencies of the problems being approached, he brings to the forefront first one, then another of its lines. From "Let Us Make A Congress" ("The Federation," 5/16 April 1870) we should recall that the Romanian people are an "old nation" (Volume IX, p 88) whose "soul" is stimulated "to work with all its iron vigor" (ibid.); the Romanians from Transylvania, urged to meet in a broadly-resounding congress, are reminded that in their blood they have "the virtue and dignity of their forefathers" and "the feeling of a citizen of Rome" (p 89). This political manifesto, as the editors of Volume IX call it, concludes with an appeal for preserving the ethnic identity in the spirit of the portrait lines brushed before: "Today we believe that the time has come for us to claim what has been due us for centuries. We are Romanians and we want to remain Romanians and we want equal entitlement for our nation" (p 90).

Several striking features of the same spiritual portrait result from another article in which the poet, pensive with a historical perspective, operates with tactical principles, understanding that the Romanians' political unity in 1876 was still a desirable and that what could be done for the time being was to find a *modus vivendi* for the Romanians in Transylvania, with his attitude in this regard being that of a true politician, intelligent, with a diplomatic sense, given the gift of argument. In the forefront, the poet this time places the propensity toward unity and homogeneity: "So the ideal for Romanians from all parts of Trajan's Dacia is to maintain the real unity of the ancient language and national church. This is an ideal Dacia, but it is being achieved each day" ("Curierul de Iasi," 17 November 1876, Volume IX, p 252). Then, with the power of the Romanian spirit, he continues to detach himself from the unfavorable historical circumstances and to boycott them through contemplation: "The native Romanian is supplied with a big dose of coldness and, like the ancient Romanian, admires almost nothing" (ibid., p 252). There is a profound intuition here, one which is closely related to one of Blaga's conclusions on Romanian spirituality.

In a logical consequence, Eminescu comments for a long time and gives examples from moments in the history of Romanian collectivity on the way in which historical vicissitudes can be met and overcome, clearing the spot for a possible collaboration, under a new zodiac, even with its former agents. That is why Eminescu demonstrates the balance which the Romanian spirit established between "material gain" as a "means" and spiritual gain as a "goal," stressing that "what the Romanians want is the freedom of spirit and their awareness in the full understanding of the word" and that "spirit and language," being "nearly identical" while language and nationality were similar; "it is easily seen that the Romanian wants himself, wants his nationality and he wants this fully." (ibid., p 252). Again, it seems to me that Eminescu was anticipating, a century later, Lucian Blaga, who also understood this correct relationship which Romanian collectivity estimates between matter and spirit.

Ancient, vigorous, worthy, consistently themselves, homogenous, bright, active and melancholic, the Romanian people are one of the ones most connected with the womb in which they were conceived. Arguing with Rosler and his descendants, Eminescu expressed many times, I would say, forcefully the continuity of the Carpathians on one side and the other: "Above all we find that the Romanians are

not colonialists anywhere, are not arrivals, nobody's people and that everywhere they live they are independent, a population extremely old, older than all their coinhabitants. Since, if a singular German appears today, one who seeks to bring us from the Danube, we do not question what such a man says, but what he wants." (ibid., p 213).

And with regard to the unscientific disputes connected with our origin, ill-willed or just unilateral, the poet is firm, settling them sharply: "If 'Dacians or Romans, Romans or Dacians: Either one, we are Romanians, period. nobody has to teach us what we were or what we should be: we want to be who we are--Romanians.'" (ibid., p 253). Regarding these vicissitudes, maintaining the identity and homogeneity of a collectivity is achieved by presenting the identity and homogeneity of its language. In the most natural way, Eminescu links the perennality of the Romanian collectivity with the perennality of their own language and its extinction with the extinction of that same language. So powerful is the interdependence which the poet sees within the Romanian phenomenon between language and its bearers that he cannot conceive of the flourishing of one of the terms without the flourishing of the other or the death of one without the death of the other: "the Romanian language and nationality will perish simultaneously with the material Romanian, with our extinction through death and without heirs, not through denationalization and abjuration. To persecute our nationality, however does not mean to wipe it out only to offend us and embitter us against the persecutors." ("Curierul de Iasi," 17 November 1876, Volume IX, p 253).

In the end, Eminescu completes the spiritual portrait of Romanian collectivity with the feature of tolerance, which he illustrates with an entire history, appealing to historical data which cannot be doubted by anyone: "And then we feel that nation on earth has more right to request respect than the Romanian because nobody is more tolerant than he is. The only Romanian countries are the ones in which from ancient times each one had the right to bow before any god he wanted and to speak the language he wanted. One cannot find a country in the attempt was not made to make proselytes another law or another language of the coinhabitants: the Huguenots in France, the Moors in Spain, the Poles before the Ruthenians, the Hungarians with the Romanians--all attempts to gain for their circle of ideas the coinhabiting populations and this was through pressure, with force; the Romanian views the Catholic church, so ancient in Moldavia, with an unchanged stoicism and it did not occur to him to force the Catholics to become eastern; the Lippovans flee from Russia and are living unbothered in their cult on the Romanian land, then the Armenians, Calvinists, Protestants, Jews, all are here and they can say whether the Romanian governments ever stopped any church or any Armenian, Protestants or Jewish school. Not one." (ibid., p 253).

Of course, the spiritual portrait which Eminescu gives of the Romanian people is the product of his move through an agitated history. Each historical event he lived through put its mark on his act, giving it new features or emphasizing the old ones, like in a portrait done by the great master which periodically returns to the same face, refreshing the colors and brightening the glance. The poet was certain that even in his era a historical current was shooting through the existence he was painting in words, for example, feeling that the

war to gain independence was a cardinal moment in the exemplary establishment of the Romanian spirit--a moment of solarization: "The ancient Romanians seem to foresee a new phase in their lives, a phase in which the multitude representing us on this spot of land which is ours in the world will inspire in our neighbors respect for our nationality and language and our church and history ("Curierul de Iasi," 1 June 1877, Volume IX, p 389).

8071

CSO: 2700/322

'MYTHICAL' NATURE OF MOSES, OTHER 'PROPHETS' EXAMINED

Bucharest MAGAZIN in Romanian 19 Jun 82 p 9

[Article by Victor Kernbach]

[Text] Even if putting ther terms "myth" and "information" next to each other is surprising, a true relationship between the two exists and the criteria for establishing informational values of the myth affects two views which, in turn, are clearly antagonistic. One of the positions belongs to religious man, for whom the myths of his faith bring a primordial truth originating from the revelation from the beginning or from a later charistmatic cycle, with the believer considering himself (to use a concept of modern information technology) a "terminal" of the channel of communication between the divinity and man; for him, communication is direct or mediated by others (forefathers, priests, prophets). The other position, however, belongs to us, those who investigate myths outside of any religious implications that is, by using a scientific methodology and reference terms from the area of interdisciplinary knowledge (from cosmology and meteorology, from archeology and history to linguistics, from zoology and anthropology to art history and the philosophy of law and so forth).

Of course, in the first situation, the informational value of the myth is a strictly subjective concept and it does not find its help in the reality verified by the human experiment; only in the second can the information we are extracting from the myths become objective and, as such, scientifically usable in its net value.

In the first situation, things do not appear to be differentiable, although in a certain sense they still are. Let us see how. Any true myth, even when tradition attributes the act of receiving the primordial revelation to a prophet, mythical or semi-legendary himself (like Moses, Zarathustra and so forth), is supported for believers on ancestral memory, itself a mythical fact; a pseudo-myth, such as, for example, the ones concocted by the founders of certain sects which assume the advantage of charisma before the eyes of their contemporaries, precisely for that reason has a reduced audience, supporting itself not on the believers in the broad sense of the concept as in the old big religions, but on a restricted group of bigots, for whom the double defect of mental immaturity and ignorance is a platform of support for naively authenticating the sect leader's claim. So, if the traditional myth is a folklore fact, in the elaboration of which a string of generations from the pre-alphabet era participated until it was recorded through selective intellectual effort in a scriptural theological mythology, the pseudomyth concocted by a founder of a sect is a particular

fact with a political aspect (sometimes trivial) which in no way represents the collective effort and does not include in it any kind of psychosocial and historical characteristic.

Marginally, one should stress a notorious phenomenon; whereas in the development of scientific knowledge, particularly in the last two centuries, within big religions even theological currents appeared which practice textological criticism of the scriptures (for example, in Christianity, opposing fundamentalist traditionalism, a current of modernism, from which the thesis of the demythification of the New Testament was formed, in an exegesis by the theologist R. Bultmann), in exchange within the sects the pseudomythology at the basis of each one's doctrine strictly preserves its definitively stiff nature which does not yield to any evidence from the great experiment of human knowledge.

But for the objective researcher, any myth is a source of unexpected information. From Genesis, it will not strive to find a version of the birth of the universe but, rather, something else--a cosmological concept of the people of the age of forming that cosmogonic mythology. From certain myths analyzed comparatively, the researcher can find (as so many have done, particularly from J. G. Grazer on) historical data on ancient agricultural ideas (for example, in the great cycle of the god who dies and rises from the dead--Osiris, Baldr and so forth--identifiable with the laws of the succession of seasons). He will find artistic and legal information, he will find philosophical and medical guidelines. What is more, some information can be found even from the sectist pseudomyths if we equate these pseudomyths with some sociological tests produced by authors incidentally.

8071

CSO: 2700/307

'FANATICISM' OF JEHOVAH WITNESSES EXPOSED

Bucharest MAGAZIN in Romanian 19 Jun 82 p 9

[Article by Petre Hladchi-Bucovineanu]

[Text] It is hard to believe and, of course, impossible to accept that parents, being people with full mental capacities, should wish and await the death of their own child with resignation. What was the guilt of the little girl, Lisy, just two and one-half years old, that she should pay for her parents' fanatic bigotry with her life? Seriously ill, the child needed an emergency blood transfusion. A simple intervention of this kind could have saved Lisy from death, but her mother and father, members of "Jehovah Witnesses" sect, opposed this. Any entreaties and explanations to bring them to reality were met by the rigid concepts of the sect and the claimed "divine morals" of it, which do not permit transfusions or other of medicine's saving interventions. This took place in Daliagri, Italy, and the court sentenced the parents to 14 years' imprisonment, for having refused health assistance, the result of which was the death of their child. The prosecutor drew the court's attention to the fact that the exercising of religious freedoms, which bring reaching of respect for the human personality, should be limited due to the constitutional provisions which guarantee each person the right to life.

Beyond this "provocation" addressed to the jury for a strictly professional dispute, with multiple social and humanitarian implications, we believe it remains now for sociologists and other researchers of the phenomenon to analyze how now, in the second half of our century, it is possible for us to encounter people who reject not only medicine but science and life itself. Unfortunately, this is not an isolated case. Many other children and adolescents have fallen victim to the ignorance of bigoted parents made fanatics by obscure and anti-human concepts. The anachronism of the "Jehovah Witnesses" sect, supposedly religious, forbidden in most countries for its plainly antisocial position, for its precepts and aberrant practices, has caught many followers throughout the years in its meshes. Weak people, disoriented, not satisfied with realities and the truths demonstrated by science, with the hope for better as promised by the sect leaders, accepted to await that "governing of a thousand years," when the evils of the earth would be erased without labor, without effort. That vicious circle of faith, which combats any earthly governing but which foresees a "divine" governing by the sect, completely similar to the earthly governing, has created

innumerable perplexities. However, matters became clear and the truth came out a long time ago. The body of "governors " of the sect, in Brooklyn, New York, for many years has served interests foreign to progress and humanism, foreign to the wishes of their fellow man for better, sowing enmity and lack of faith among the people and having a backward attitude toward science and progress. In order better to understand the goals sought, we recall that recently this "body" spread a new precept, claimed to be "divine," by which it sustains that the sect's immediate enemies are the "United Nations and communism." So this is the real side of the "religiousness" of the leaders of the "Jehovah Witnesses" group. The body of "governors" also issued a precept according to which blood transfusions mean the loss of everlasting life. But they are far from seeking it, surrounded by doctors, by consultants and specialists, very concerned with their own lives on this earth. The "governors" also claim that everything on our planet belongs to Satan (evil). This assertion has nothing in common with their intimate convictions, with the fact being demonstrated by the immense values they hold, including metallurgical plants, commercial ships, property, a computer center supplied with the most advanced computers.

8071

CSO: 2700/307

ROMANIA

THEFT, DAMAGE OF FREIGHT TERMED INFRACTIONS

Bucharest BULETINUL OFICIAL in Romanian Part I No 65, 15 Jul 82 p 5

[Council of State Decree on the Punishing of Certain Actions Regarding Goods Entrusted to Socialist Units for Transport]

[Text] The Council of State of the Socialist Republic of Romania decrees:
Sole article--The following actions which, because of the value of the damages produced and the conditions under which they were perpetrated, were considered as transgressions prior to the date on which the present decree goes into effect, constitute infractions, subject to the provisions of penal law:

- a) the stealing, in any form, of goods entrusted for transport to the railroads or other socialist transport units;
- b) the intentional destruction or damage of the goods stipulated in letter a).

NICOLAE CEAUSESCU
President of the Socialist Republic of Romania

Bucharest 9 July 1982
No 260

CSO: 2700/329

POISONINGS FROM MISUSE OF PESTICIDES REVEALED

Bucharest SANATATEA in Romanian Jun 82 p 12

[Article by Dr Liviu Popa, from the Institute of Legal Medicine in Cluj-Napoca Municipality]

[Text] The pesticides, or phytopharmaceutical substances, involve a large group of chemicals which provide chemical protection to plants and help to assure the condition of health, against diseases that are transmissible through insects or other pests.

In the context of their special economic importance in modern agriculture, the use and handling of pesticides in the absence of information and without following the instructions pertaining to protection and contraindications cause many poisonings which sometimes have serious effects on health. In light of the broad use of pesticides in agriculture, fruit and wine growing, forestry, animal husbandry and the food industry, special attention is paid to the utilization of the pesticides that provide the lowest possible remanence level and do not involve harmful effects on humans, plants and animals. Nevertheless, the use of some pesticides resulted in the contamination of environments by their remanence in the ground, waters and food products.

In acute fatal poisonings caused by pesticides the highest incidence results, sequentially, from the following chemical groups: organophosphorics, dinitrophenols, organochlorinated and carbamic pesticides. Surveying the casuistic situation in acute fatal poisonings at the Toxicology Laboratory of the Institute of Legal Medicine in Cluj-Napoca (which serves nine counties) for the last 10 years, in light of the chief group of poisonous substances, it was found that most were produced by pesticides in the form of poisonings that occurred on an accidental, voluntary or other bases. For instance, accidental poisonings occurred as a result of negligence, superficiality, ignorance and lack of knowledge as to the danger involved in pesticides, and also because of storage in households next to foods and alcoholic beverages and thus made easily accessible and often misused, or because of use for other purposes. Out of all poisonings with pesticides, most cases involved children, specifically those aged between 0-5 (16%) and 6-10, a fact that proves improper care and supervision. Moreover, occupational poisonings occurred during preparation, handling and utilization of pesticides, because of violation of individual prophylactic (labor safety) standards.

As for voluntary poisonings, these involved suicide and crimes and resulted from easy procurement of the poison.

Lastly, one must not neglect the influence of alcohol which is one of the contributing factors in both accidental and voluntary poisonings.

Improper storage: location of the storehouse in the middle of the village; construction of the storehouse out of improper materials which permit infiltration of the substances into the soil and contamination of the surrounding materials; inadequate capacity of the storehouse (resulting in peak periods in the need for storage outside the storehouse); storage on private farms, even in food pantries.

Faulty handling: lack of knowledge or training of the warehouseman; incorrect labeling of packages; sloppy handling, with violation of precautionary measures; delivery of products in packages that generate confusion (empty food cans, bottles with labels of alcoholic beverages, of medicines, and so forth).

Careless administration of treatments and improper storage of equipment: storage of machines and apparatus at the homes of the team leader or of workers; use of this equipment for other purposes; preparation of spraying liquids near a river; clearing of the hose of the portable apparatus by direct mouth blowing; application of the treatment on the private farm of the untrained villager; eating without having washed one's hands after having handled the apparatus; sleeping in work clothes; remnants of pesticides dumped any place; lack of warnings on the treated grounds (specifically in orchards and pastureland).

Utilization of pesticides for other purposes: pest control for homes and underwear with extremely poisonous pesticides (parathion); addition of some organophosphoric pesticides to paints for dwellings; painting of floors and fences with DNOC; pest control for domestic animals with pesticides; branding of domestic animals with organophosphoric substances or DNOC, for identification; use for removal of insects in rubbing or application on the body or scalp.

Consequences

Uninformed about the poisonous effect of the substance he handled and ignoring protective clothing, an 18-year-old young man of the Nasaud area was seriously poisoned while spraying his grapes with Dibutox. While preparing his tree spraying solution, a man carelessly used the bucket of a well and this resulted in water contamination with DNOC. The first victim (the one who also sounded the alarm), a tractor driver working on the field who came to the well for a drink of water. Faultily handling an insecticide pump, a worker from a tree spraying team caused an explosion which resulted in the poisonous substance covering his face. He inhaled and ingested it and this was fatal. For the purpose of removing insects from hair, an older sister washed her younger sisters -- aged 3 and 5 -- with a solution of parathion (an organophosphoric insecticide) and this resulted in the tragic death of the little girls because of a grave cutaneous poisoning. For the identification of animals and fowls, many people use insecticides for branding. The consequence? Cutaneous and respiratory poisoning, the animals "droop" rapidly and consequently their owner must kill them. The consequence.... of the consequence: serious poisoning of all the members of the family because of eating the contaminated meat.

An unfortunate mother helplessly and desperately watched her three children die after she gave them milk to drink from a bottle that had contained parathion and she had forgotten to wash. The poison, ingested in a large dose, acted rapidly, before the villagers managed to take the children to an emergency center. A 15-year-old youngster in Bistrita-Nasaud found a bottle labeled "Syrup" in the pantry. He drank the content which actually was a solution of an organophosphoric insecticide and this triggered a sad end for him. Two brothers in Ocna-Mures (aged 47 and 42) wished to get rid of their coughing and drank the content of a bottle labeled "Expectorant Syrup." The "soothing" liquid was a powerful insecticide. A couple in Josenii Bargaului ate sprayed and unwashed apples and apple pie. They were gravely poisoned and only the wife could be saved.

The price paid for violating mandatory regulations in handling, storing and keeping pesticides is far too high. That is why health education is highly imperative in prevention of poisonings, more than in any other area.

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CSO: 2700

BRIEFS

PEOPLES COUNCILS APPOINTMENTS--Inasmuch as the position of first vice chairman of the executive committee of the peoples council of Ialomita County and some positions of vice chairmen of the executive committees of the peoples councils of Arad, Arges and Ialomita counties have become vacant, on the basis of Article 97 of Law No 57/1968 on the organization and operation of the peoples councils, the President of the Socialist Republic of Romania decrees that: Comrade Gheorghe Goldeanu is delegated to fill the position of first vice chairman of the executive committee of the peoples council of Ialomita County. Comrade Constantin Ciocan is delegated to fill the position of vice chairman of the executive committee of the peoples council of Arad County. Comrade Aurica Petrescu is delegated to fill the position of vice chairman of the executive committee of the people's council of Arges County. Comrade Gheorghe Bolohan is delegated to fill the position of deputy chairman of the executive committee of the people's council of Ialomita County. [Excerpts] [Bucharest BULETINUL OFICIAL in Romanian Part I No 65, 15 Jul 82 p 5]

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